

Educational Supplement

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Union plan to unblock promotion path for teachers

by Stephen Cohen

More higher-paid posts for teachers and automatic promotion after four years is suggested this week by the National Association of Schoolmasters-Union of Women Teachers.

Each pupil under 14 is counted as two units, those under 15 as three, under 16 as four, under 17 as six, and 17 and over as eight.

Once the establishment was decided a new formula could be applied. One example suggested by the union is that 5 per cent of the staff should be senior teachers, 10 per cent on Scale 3 and so on.



Baffled by science

Much of the science children do in primary school and in the first two years of secondary school results in putting them off the subject for good.

The project began in 1973 and cost the Schools Council £31,500. It grew out of the Science 5-13 project for which Dr Harlan was evaluator.

Mr David Johnston, who adopted the project when he was appointed head of a new nursery, first and middle school in Sheffield, took all his staff through the course as much as for the training in observation and recording of children's progress as for the science.

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Pioneering

Meanwhile, on the other side of the wood, Bristol's Clifton College decided that the founding of

their science school 50 years ago for self-education.

One of Clifton's Nobel Prize winners, the physicist Sir Neville Martin Martin, was there, and said that whatever independent schools had done here would have to be a bulwark of the economy.

An advanced industrial society must have an educational elite. Despite the excellence of our state schools it is really up to schools like Clifton to set standards.

Clifton—like other public schools—are appealing for building funds. They want to build a mathematics and technical centre.

Why so dull?

Teacher training in developing countries may sound a dry and worthy subject to the uninitiated but it need not be presented like that.

It was the introductory lecture to a celebratory series of talks which the institute is holding to mark the golden jubilee of its developing countries department.

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It's not the heating, Mum, none of the teaching aids work.

monotone, his audience began to yawn. A league table of the progress being made by various countries flickered on a screen and provided welcome relief, but we were told to ignore the details because they were not correct.

The institute's grand old man, Professor Lionel Elvin, was its director in years gone by, and was refreshingly critical when the time came for him to reply.

What is left for his country is a lucrative order from Nigeria which will go some way to offset the costs of running the training school. Not one Austrian schilling of the £60 training bill for last year is recoverable from the state, not even indirectly through reduced taxation.

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Tales from the Vienna Woods

There are good jobs going in Austria for British industrial trainees. The mighty nationalised

steel works at Linz in upper Austria will have vacancies early next year for English speaking teachers who can train a new labour force to run a giant steel blast furnace and rolling mill which is being built in Nigeria.

The announcement that the firm is seeking British trainers comes as a slap in the face for the British Steel Corporation which was knocked out of the running in the first round of tenders for the £100m Nigerian contract.

This Linz school occupies two huge caverns which look like scenes from the Charlie Chaplin "Modern Times" movie. Row after row of identical work-benches, such one occupied by a limited liability company boiler suit, all doing the same task and all hoping to find a job after three years.

The success of Vies-Atalpa's apprenticeship schemes tends to lead to a more general view of the country's education system.

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which has hired 260 teachers, civil servants, and other associated experts to advise the project.

The dropout rate from universities is 50 per cent because anyone with a roughly equivalent to our university entrance requirements can get into any Austrian university.

Three thousand students last year at the university just outside Vienna and 100 classrooms for about 500 But no new buildings are being built to cope with the backlog of thousands of students.

The OECD evaluators have wide range of aptitudes and skills. "Their previous studies of learning and professional and personal growth."

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Read any good books lately?

"Why books?" people asked, when the TES visited 13 authorities (page 8) to find out how book provision has held up through the years of inflation and spending cuts.

It is distinctly old-fashioned, we were told, to concentrate on books. Teachers abandoned books by choice; they preferred their own home-made materials. In these multi-media, audio-visual times, people claimed, books are simply inappropriate for large numbers of children.

And the vanishing textbooks are not being replaced by other attractive published materials—slides, tapes and so on—that might help to get non-bookish children going on secondary subjects.

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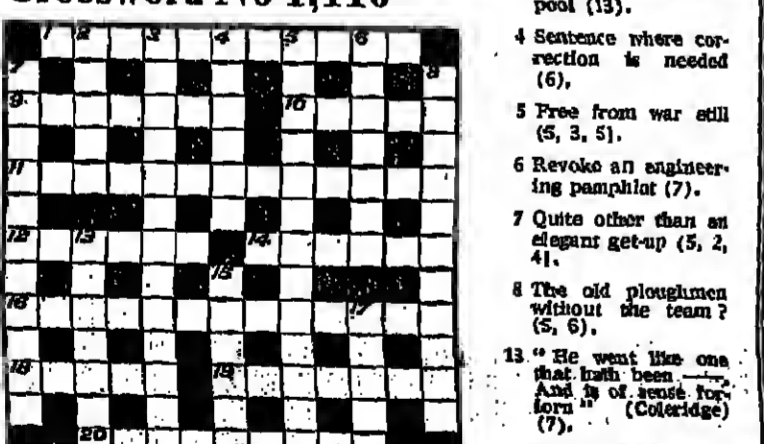
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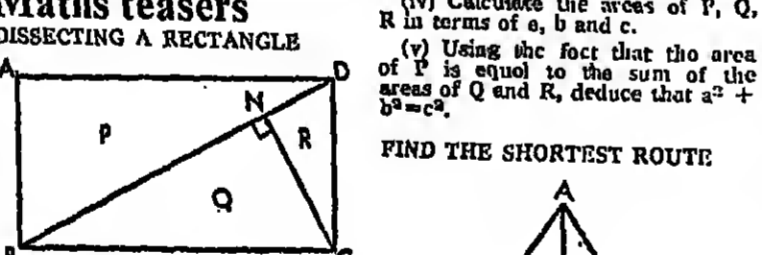
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Crossword No 1,110

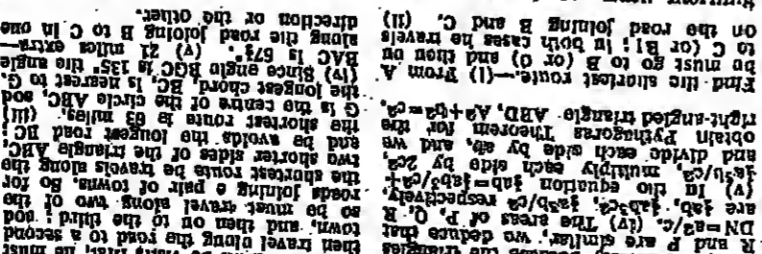


- Across: 1 Produced no doubt by the press gang (5, 7); 9 Yarned together as a crew (7); 10 Afro-barbet bone (5); 11 Wind power for breaking? (10, 3); 12 Food of High Table? (4, 2); 14 Makes concerted teamwork in March (6); 15 100% loss or gain (6, 2, 5); 16 And to be found in West Africa (5); 17 The list for Scotland (7); 18 Who won't cut up rough in Diana's area (9); 19 In which one finds an Wimbledon champion (5); 20 They live in a bird pool (13); 21 Sentence where correction is needed (6); 22 Free from war still (5, 3, 5); 23 Revoked an engineering pamphlet (7); 24 Quite other than an elegant get-up (5, 2, 4); 25 The old ploughmen without the team? (5, 6); 26 He went like one that has been... (6 letters) (Coleridge) (7); 27 Town where liquor smuggling began (6); 28 View that has to be minimal (5); 29 Solution to Puzzle No 1,109

Maths teasers



(iv) Calculate the areas of P, Q, R in terms of a, b and c. (v) Using the fact that the area of P is equal to the sum of the areas of Q and R, deduce that a^2 + b^2 = c^2.



Former Giles supplies milk to dairies in three towns, A, B, and C, each of which is 12 miles away from his farm, G. Each morning...

Turn your pupils into Bookworms



If you'd like to give your pupils an extra incentive to read, you'll find the Bookworm Club can be a big help. It's run by Heffers of Cambridge and E. J. Arnold of Leeds, and twice every term it presents a super selection of some of the best children's paperback books from major British publishers. Each new selection of titles is described in a colourful club newspaper called the 'Bookworm Bulletin', which also contains articles about authors and illustrators, as well as extracts from some of the books. Accompanying teacher's notes offer educational guidance and opinion on the books, and club extras for the children include Bookworm badges. Unlike other paperback clubs, Bookworm gives the school a bonus too—10% off the value of all books ordered. If you'd like to know more about the Bookworm Club, just return the coupon, and we'll send you full details, along with a special classroom poster and quantities of the latest Bulletins.

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Name _____
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School _____
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Project Fire is a pack containing project sheets, a wall chart, a booklet and teacher notes. It aims to help you develop a responsible and interesting study for children aged 8 and 9 on the history, uses and dangers of fire. Ask to see the pack of yours.

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NAME _____ ADDRESS _____

Young people 'must be taught to care'

Intellectual achievement must go hand in hand with concern for other people, the Alice Dickson, honorary director of Community Service Volunteers, told the Conservative Party's back bench education committee last week. Children and students should be encouraged to learn one another, to help in solving problems, to detect and alternative sources of energy, and to help the unemployed to find work. The great debate on education had been essentially phoney, he said. "It is not a matter of either going back to basics or belonging to the bleeding hearts brigade. Intellectual rigour and response to human need are mutually irreconcilable: they can—and must—be combined." He gave examples of how this had been done. Sixtyfour in North Berwick High School began to monitor the pollution coming out of a new power station as part of their chemistry course. The Scottish Meteorological Office asked to see their operation and the Department of the Environment to see their findings. A handicrafts teacher at Brierley Road Secondary Modern, Crewe, took 32 of the most difficult children to see a spinal infirmary children at the local hospital. They were asked to find a way to move them around. After six weeks they came in with home-made trays on wheels.

Dr Dickson was scathing about the lack of interest shown by the Department of Education and Science towards community service. "The consequences of this indifference by the DES are not hard to see," he said. The presentation of community service in schools is entrusted to teachers who, in my opinion, have never received any training in how to "put it across". All too often it is a matter of digging gardens or visiting the elderly. Business studies should be working for the people of Britain and trying to solve their problems. Schools and departments of management studies should release them for months at a time so that they could help the unemployed in setting up businesses.



Pelke of the future: this three-wheeler for disabled children was designed by Martin Ridge, aged 12, of Simon Langton Boys' School, Canterbury, and won an award in the 'Youth's Design' award in the British Schools Competition.

Minister tells l.e.a. to hold fire on cuts

Bedfordshire County Council should look thoroughly and carefully at its assumptions and calculations before reaching a decision that could have a very serious effect on the standards of the education service in the county, said Miss Margaret Jackson, Under Secretary for Education and Science, in the Commons last week. Its revised savings target of £2.37m could not be a final decision on the budget for education next year. It would have to be taken into account much more information. The Government's proposals for rate support grants would not be made known until today. They must be debated and considered in the House. Local authorities could not yet know what their share would be. Expenditure on education overall was expected to increase nationally, by just over 1 per cent. Underlying the figures in this year's public expenditure White Paper was a clear statement of how the Government saw the priorities in the education service. The White Paper assumed that staffing standards would be maintained at their present level nationally, that there would be a modest but steady increase in the

L.e.a.s urged: 'Break industry's grip on leavers'

by Mark Jackson
The education service is to try to make good the manpower services Commission's promises in encouraging local participation in the running of its programme for jobless school leavers. Urban education authorities have been asked by the Association of Metropolitan Authorities to set up a board in each area to consider the commission's own plan, announced this week after considerable delay, makes only the vaguest provision for local initiatives. Despite widespread criticism, it will run the programme throughout the country through its own staff, with 28 area boards to decide what should be provided. The Association of Metropolitan Authorities is asking its member education authorities to set up local committees to coordinate and bring together groups such as youth organisations, local employers, and others who want to help, as well as the authorities' own services. Although the commission's announcement refers to the role of local education authorities, it offers them no clear groups. However, the committees which the education authorities now propose to set up will be able to channel advice and ideas in the area offices in the commission's offices.

They do not appear to have any direct access as of right to the purse to make decisions or spend any of the £200m a year allocated for the programme. The committees will work through link teams, which the commission will provide to maintain contact with each authority. In most cases, this will mean that the dozen or so civil servants in each area office will be responsible for maintaining links with five or six local education authorities. The local authorities have in turn agreed, through the Council of Local Education Authorities, to show the civil servants a list of all the people in the area who are interested in education, or the youth service works. Each authority is being asked to appoint an officer to liaise with the commission.

Because of redundancy fears among the commission's staff, the commission is unable to recruit staff with experience in dealing with young people. Virtually the only civil servants used will be project workers who will help to run the area teams. The new teams will themselves be fairly low status officials, with a senior executive officer in charge. They, and not the local committees, will evaluate projects for the area, also directly responsible for paying out money and for supervising work experience provided by employers.

Although the ten or eleven hundred members will represent employers, local government and the voluntary agencies, the commission's insistence that they must be persons of "considerable stature and authority" suggests that few will be able to spare the time to involve themselves in detail or in keen track of what is happening on the ground. The local authority associations have only been persuaded to acquiesce in this structure by the commission's promise that it will be reviewed within 18 months. They

be debated and considered in the House. Local authorities could not yet know what their share would be. Expenditure on education overall was expected to increase nationally, by just over 1 per cent. Underlying the figures in this year's public expenditure White Paper was a clear statement of how the Government saw the priorities in the education service. The White Paper assumed that staffing standards would be maintained at their present level nationally, that there would be a modest but steady increase in the

Coeds blamed for indifference to industry

Educational schools are to blame for the lack of interest by girls in careers in science and industry, the annual conference of the Girls' Schools Association was told in London last week. Miss Mary Hamilton, the association's president, said girls in mixed schools were much less likely to be sent to the relevant areas in industry, and that the girls' schools insulated themselves from the traditional non-scientific curriculum assigned to women.

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Inspectors call for caution on sex lessons

Schools should not over-emphasize sex education, say Her Majesty's Inspectors in their latest advice. Teachers should never discuss sex with pupils, but should be careful not to encourage "preconceived opinions" or to suggest to children that they are abnormal. Schools, they say, in a booklet published last week by the Department of Education and Science, should be clear about what they are doing and why. The underlying value judgments assumed in sex education should be identified and justified, and the extent to which it pervaded the whole curriculum taken into account. The booklet says that the whole curriculum should evolve for their own conduct, but that it should be a very important part of them. It is a sacramental relationship of profound significance or to broken home, ruined children's lives or destroyed careers. It should not be mentioned unless brought up by pupils themselves. Teachers had a duty to warn parents against accepting lifts or drivers from strangers. Do the mixing of drugs, the booklet says, schools should not allow incidents to provoke a withdrawal from the area of trust between adult and child and schools should keep a sense of proportion. It is most important that schools should not be experimenting with drugs in a position of being occupied only by a drug-oriented sub-culture. Where drugs were being used, however, heads had a duty to break the link between drug use and education in schools HMSO.

Delinquency probe

New methods of treating young offenders are being investigated by a government department is studying the effects of intermediate treatment supervisors orders given young offenders, by juvenile courts. The department is studying the effects of intermediate treatment supervisors orders given young offenders, by juvenile courts. The department is studying the effects of intermediate treatment supervisors orders given young offenders, by juvenile courts.

'Stress' pay: teachers win the first round

A county council, objection to adding £276 a year to the pay of teachers at 22 "social priority" schools was overruled by a High Court judge last week. But the teachers will not receive the money until the end of the year. They will have to await the outcome of another case in which the county council claim that the Education Secretary acted outside the law in making the order under which the teachers' pay was increased. The county council claim that the Education Secretary acted outside the law in making the order under which the teachers' pay was increased. The county council claim that the Education Secretary acted outside the law in making the order under which the teachers' pay was increased.

The judge said that the Education Secretary had to consider the social and economic status of parents and other amenities in their homes; the proportion of pupils receiving free meals; pupils with serious language difficulties; and the proportion of overcrowded, disturbed and handicapped children. Mr. Justice O'Connor rejected a claim by the county council that the Education Secretary had acted outside the law in making the order under which the teachers' pay was increased. The judge said he could find nothing irregular in that procedure. The returns showed that some 77,000 teachers were employed in the county listed. But there were only money available for 64 per cent of these and there had to be a "cut off" point. The Dyfed list had 32 schools and Mr. Justice O'Connor said that Mr. Lewis's school was among those designated for the extra £276 a teacher from June 1, 1974.

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The judge commented: "We must not lose sight of the fact that there are a lot of teachers down in Dyfed who have not been paid this money." He hoped, therefore, that the Education Secretary would be able to argue the next case as soon as possible. The second action would affect schools right across the country. Dyfed Council were right in their claim, then the whole designating procedure was bad and no teacher would get forward. The judge said he had considerable sympathy with the Dyfed authorities. The divisiveness of the case was demonstrated by the exclusion from the list of two Catholic secondary schools at Llanelli, which took pupils from designated primary schools. The "round robin" from protesting Carmarthenshire teachers spoke for themselves. He could find no irregularity in anything Mr. Lewis did. Dyfed's decision to withdraw its list of schools was of no effect. Mr. Lewis's schools were not to be withdrawn. The schools were properly proposed and considered. Mr. Lewis and the Education Secretary were awarded costs against Dyfed Council.

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Turning to gas for all your hot water could cut your costs to less than 4p per gallon. And that could be half what hot water is costing you now. Your water heating costs are probably a hidden part of your total fuel bill. But that doesn't mean that you can afford to ignore them. In some businesses a saving on hot water could make a significant difference to profit. To find out just how much money you could save by changing to gas for your water heating, simply complete and return the coupon below, or phone the Commercial Sales Dept. of your British Gas Region (the number is in your phone book). One of our representatives will call and assess your water heating needs, work out running costs, and advise you on equipment and installation. And there's a special bonus discount on commercial gas storage water heaters if you order before 31st Dec. '77.

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BRITISH GAS



The supply of books in schools is being hit by inflation. To find out what is happening. In the first of two reports...

Last year schools spent less on books (in real terms) than they did five years ago (see graph). Five years ago, teachers were in the vanguard of a big campaign to increase spending. Now, in the cold climate of cuts and falling pupil numbers, jobs seem more important.

The now-deceased Association of Education Committees and the National Book League used to set "good" and "reasonable" spending levels on library and textbooks. If you convert the last AEC/NBL recommendations (in 1975) to today's prices, a "good" level of spending per head on books would be £4.37 for children up to nine, £4.97 for nine to 11s, £6.96 for 11-13s and £9.94 for over-16s.

The latest DES figures for 1976-77 show that average per capita spending on books was £3.38 for primary schools and £5.76 for secondaries. This average masks huge variations between authorities. In some, total capitation is not much above the AEC/NBL recommendation for books alone.

Many teachers argue that books are simply part of a seamless robe of "learning resources". They believe that books should fight for their corner, not be given preferential treatment.

It has been quite a fight. The main enemy has, of course, been expenditure cuts. But teachers' choices of how to carve up the education budget, and changing teaching methods have made further inroads into the money available for books.

The Bulluck report, which might have been expected to spearhead a counter attack in the name of higher standards of literacy, was in fact markedly ineffective. The report shined up glaring deficiencies in the supply and deployment of books in both primary and secondary schools. The committee's clearest recommendation was that the DES should rapidly convene a working party with the local authority associations to look at capitation levels, and bring the worst authorities up to a reasonable level.

Nothing happened. The last thing local authority associations wanted, just after re-organization, was a government department telling them how to spend their money. And the DES was prevented by the Government from starting anything that might result in calls for increased public spending.

So, in several authorities, resources for books have been hit both directly, by schools spending less, and indirectly, through cuts in library and school library services.

Table 2 (below), taken from an unpublished DES survey of library services in six home counties, shows the huge variation between these authorities in the years of spending restraints. Buckinghamshire and Surrey imposed savage cuts; Hertfordshire and Bedfordshire built up their services to schools. Buckinghamshire now ranks 31st out of 38 counties in spending on

'We'll run out of books...'

"Stocks of books and other learning materials are wearing out... The cost of examination texts in secondary schools makes it difficult to provide enough books for the earlier stages... In many primary schools there is now a shortage of books and learning materials for the basic subjects..."

—Surrey chief inspector's report to the education committee this year

"I have been allocated £250 for textbooks and library books for the whole (science) department, which works out at about 56p per pupil per year. The simultaneous introduction of the IMB of new syllabuses in O and A level physics makes it necessary to replace our textbooks (which are in any case almost worn out) at a cost of £400. Lack of money has obliged me to advise for second hand books..."

I fear that scientists in the professions and in industry are largely unaware of the desperate situation which has been created by prolonged educational economics...

—Letter to the New Scientist from a head of science in Cumbria

"What will happen? We'll run out of picture books for primary schools..."

—Librarian, Buckinghamshire

"The library great for 1977-78 for three libraries, and including books, periodicals and stationery, was a mere £200."

—Librarian, Nottingham comprehensive with 1,850 pupils and three

We spend £3,000 a year on the library... —Headmaster, Eton College

"I received £480 a year as my library allowance—the same as for the past two years. The library is used for teaching most of the day. At the moment I have two periods a week guaranteed library administration time. My annual per capita is £6.1p—just under two Loyalty books per child per year..."

—Librarian, 11-16 comprehensive (1,040 pupils, mostly from council estates) in Lancashire

"It is extremely discouraging that so many authorities continue to spend so little on the basic tools of education as compared with the remainder of the total budget."

—The Bulluck Report, 1974

"Compared with 1974 we would now need nearly 30 per cent increase in contribution to stand still. We have been particularly badly hit as there seems to have been no realization that the books, etc, used in a highly selective girls' school are not always, or even often, remedial classes across the full ability range."

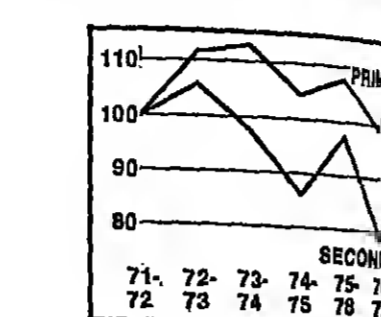
—Head of 11-16 mixed comprehensive in Solihull, until 1974 a girls' grammar

"There is no question of doubt that in a number of areas real purchasing power for books and capitation in general has reduced very dramatically, indeed."

—NUT official

"Our PTA gave £40 for books last year and £150 this year. Parents of

Table 1. Per capita spending on books by L.A.s (1976-77 prices) above 1974. In spending (1971-72=100) below 1976-77.



Year	Primary (%)	Secondary (%)
1971-72	100	100
1972-73	111.23	112.98
1973-74	104.58	107.52
1974-75	107.52	95.33
1975-76	107.52	95.33
1976-77	95.33	95.33

* provisional. Source: DES Statistics of Education, 1976-77 prices.

school library services (last year in total and Surrey 36th).

Buckinghamshire nearly decided to abolish school library service altogether. A secondary heads got together to set up an education spending. They raised money first, and ancillary services for the school (that is, the school library service) were provided free. Now the £1.10 a head in 1974, and is now £12—a large drop in real terms.

Even in Hertfordshire, top of the league for school library services, the budget has fallen from £263,980 in 1973-74 to £229,980 in 1976-77. Several authorities have given up earmarked library allowances for schools—often with the worst last year. Until April, the Hertfordshire support of heads and teachers who wanted to control their own spending. In the 13 authorities visited, schools in Hertford and Worcester were provided free. Now the £1.10 a head in 1974, and is now £12—a large drop in real terms.

Primary schools are the big users of library services, and cuts hit young children hardest: they get fewer, and more dilapidated books. But many school library services have been building up services to secondaries

Some authorities notably Inner London, by its

Changing teaching methods. The TES went to 13 authorities to outline national facts and trends.

Prices are particularly important in countries where public libraries are more scattered. It is the countries that have been cutting hardest. In 1974 the Labour government rejigged the support grant to give more to cities.

The money directly available for schools to buy books comes from capitation—the money per pupil each authority spends on education. Table 3 is one indication of the enormous range in capitation between authorities. It shows the highest and lowest spenders in three age-groups—primary, 11-16 and 16-plus—among 13 authorities visited by TES reporters in the course of this inquiry.

Even where capitation has nationally kept pace with inflation, there have often been hidden cuts. Since 1974, schools in some authorities have lost kinds of special allowances—for furniture, furniture, housekeeping and office expenses—used to be extra to capitation.

Among the authorities we visited, Barnsley's situation had to stretch furthest. In 1974 it was obliged to cover domestic equipment (soap, toilet paper), cleaning equipment, rarer needs, plants and seeds for the garden, window cleaning, piano tuning, chimney sweep, post and telephone costs, laundry, as well as heating materials and equipment.

Oldham schools have to buy office equipment and stationery, and pay for postage and telephone out of capitation, but several authorities in Gloucestershire, Shropshire, Hereford and Gloucestershire, and others—allocate separate allowances for housekeeping and office expenses.

Our hidden cut has passed almost unnoticed that suffered by secondary schools going bankrupt. New schools get special "setting up" allowances to build up resources. Not all authorities do the same for schools taking new ability groups in existing buildings.

For example, Malvern Hall, until recently a highly selective three-form entry girls' grammar school in Solihull, began to turn into a six-form primary school in 1974. They were given a new art and craft block and £260 as a general grant to cover the cost of the change; they also received some one-off grants from the county council.

They also received some one-off grants from the county council. They also received some one-off grants from the county council. They also received some one-off grants from the county council.

And there is one particularly disturbing trend. In many areas, there have been tales of parents moving in to fill the capitation gaps, either by buying textbooks for their own children, or raising money as a group to buy textbooks for new courses. So parents' income is beginning to affect not just desirable extras like swimming pools and minibuses, but basic educational needs.

Next week we report what TES reporters found in visits to 13 authorities, and the results of our surveys, to see how far teachers and administrators share these feelings of impending crisis over school books.

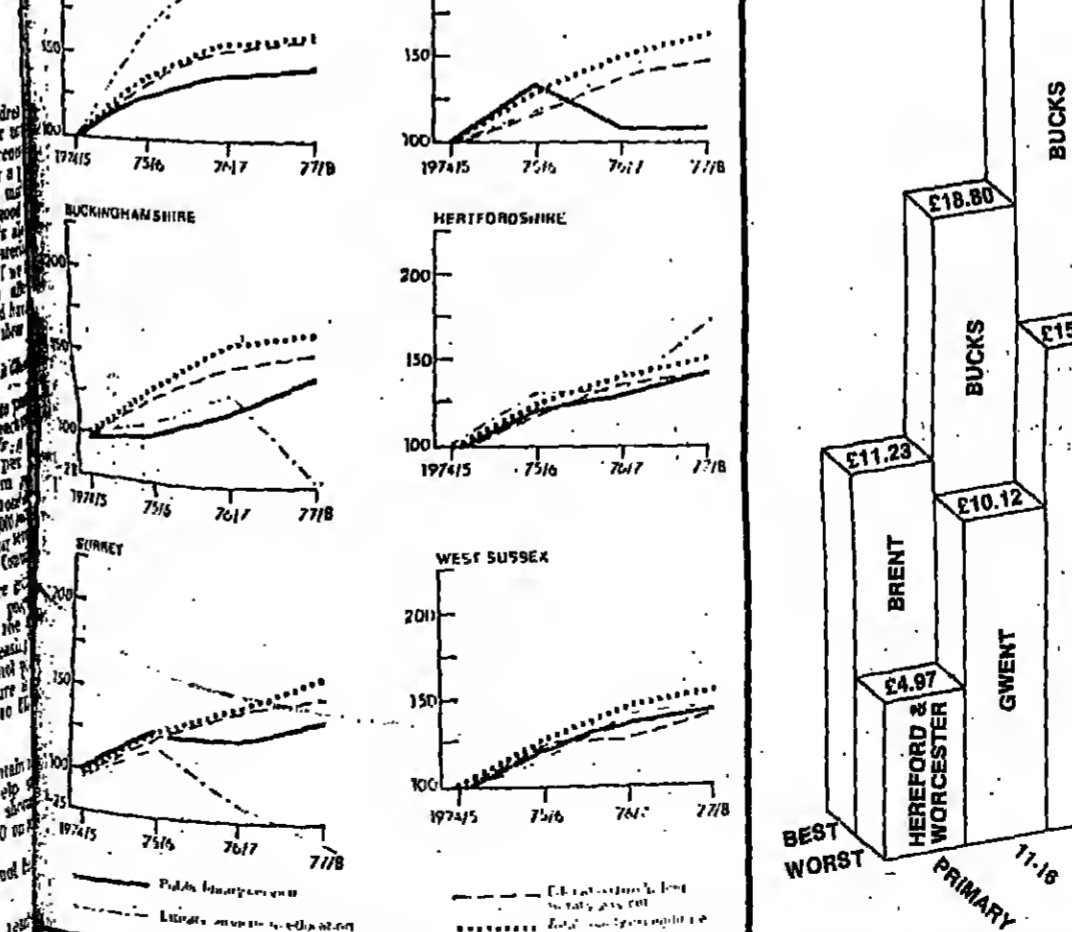


Table 3. The meanest and most generous authorities on education capitation among the 13 authorities in the TES inquiry.

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A Degree Course for further education staff who have completed a course of professional education for teaching and a one-year part-time Preliminary BEd course. One year full-time, or two years part-time. The course is essentially intended for non-graduate teachers, and aims in particular (i) essential foundation studies in Education and (ii) understanding of the wider implications of curriculum, learning and teaching in Further Education.
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UNIVERSITY OF LONDON DEGREES 1978-9

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B.Ed. in EDUCATION OR ANOTHER SUBJECT Course 7B/1
Students concentrate on Education or attend the study of another subject in which they are qualified.

Courses 7A/1, 2 are available to B.Ed. (Hons) students or qualified teachers with graduate and postgraduate (or equivalent) qualifications.

Course 7B/1 is available to teachers with a high pass in the London Certificate in Education (or a qualifying examination to Summer 1978).

Further details and application forms are available from: Assistant Principal, Admissions TES, WILHE, Gordon House, 300 St. Margaret's Road Twickenham, Middlesex TW7 5DU.

SHEFFIELD CITY POLYTECHNIC

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(One year full-time followed by one year part-time, or three year part-time day release.) These are more theoretical courses stressing analysis of change and organisational effectiveness in education, relating to policy formulation, policy determination and policy implementation.

Send for your brochure and application form, Contact Dr J. H. Campbell, Department of Education Management and In-Service Education, Sheffield City Polytechnic, Pond Street, Sheffield S1 1WB, or phone: 0446410140/10141/10142/10143/10144/10145.

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Call Annice Lightfoot on 01-837 1234 for complete information.

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Applications are invited from qualified teachers in Britain for places on this one-year full-time in-service course commencing in October, 1978. Other applicants with equivalent qualifications will be considered.

The syllabus will consist of the following major elements: Out-door Practice, Environmental Subjects, Studies in Management and Philosophy of Outdoor Education, teaching practice at Out-door Centres and an expedition at the end of the period of training.

Further particulars and form of application may be obtained from the Admissions Office (Ref. OE(A)), Moray House College of Education, Holywell Road, Edinburgh, EH8 8AQ. Candidates are asked to submit their applications by 1 April, 1978.

APRIL 1978

COURSES

Leeds POLYTECHNIC

Courses for Teachers 1978-79

One Year Full-time
 B Ed (Honours) Degree
 Diploma in Art Education
 Diploma in Health Education
 Diploma in Physical Education
 Diploma in the Education of Backward Children
 Certificate in Home Economics
 Certificate in Physical Education

One Term Full-time
 Primary Education
 Language for Life
 Music for your class and yourself
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Details available from:
 The Admissions Officer, Leeds Polytechnic
 Calverley Street, Leeds LS1 3HE
 Tel: 0532 41101

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Part-time degree of Master of Education by course work and dissertation

Open to experienced teachers who are graduates or hold an advanced diploma. Students will pursue three of the following courses:

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Philosophy of Education	The Theory and Practice of Teacher Education
History of Education	Special Education
Theology of Education	Education in Developing Countries
Curriculum and Method	
Educational Psychology	
Sociology of Education	

The four first named areas may also be studied for a specialised part-time degree.

Details from M.Ed. Admissions Tutor, Faculty of Education, The University of Birmingham, Birmingham B15 2TT.

WESTHILL COLLEGE

Selly Oak, Birmingham, B29 6LL

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validated by the University of Birmingham.
 B.Ed. Degree for Serving Teachers (Ordinary or Honours) Part-time or Full-time/Part-time.
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 Diploma in Computer Education—One Year Full-time.
 Diploma in Community Work—One Year Full-time or Two Years Part-time.
 Diploma in Religious Education—One Year Full-time or Two Years Part-time.

Other Courses in Religious Education are offered by the College's Religious Education In-Service and Resources Centre.

Initial Training Courses
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Other Courses
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IN-SERVICE TRAINING COURSES

EDUCATION AT 18+
 A Conference for those working with the 16-19 age group
 18th-21st October, 1977
 DIGBY STUART COLLEGE, ROEHAMPTON, LONDON
 Conference Director: DAVID WARWICK, M.A.
 Details from Conference Organiser, ISTC, 93 Ashurst Road, Barnet, Herts. Tel. 01-449 6342

the devotion to exams is in doubt...
 The discussions now going on are in all kinds of ways comparable with those that occurred in the 1950s...
 Can we then put a stop to N and F before things have gone much further? The place to start is by a re-examination of how it all began...
 Linked with but distinct from this objective was the hope that students entering sixth forms would be able to postpone, if only by a year, the point at which they were required finally to decide what careers they would follow in higher education...
 Unfortunately, the intricate mazes which the Schools Council and the Standing Conference on University Entrance have been devising for the past decade have led only to a series of unimpeachable compromises...
 No wonder, then, that the chief objective of a meeting just took about some N and F syllabuses in science subjects which have been produced at the behest of the Schools Council but which on this occasion were being mullied over by a meeting organised by the Standing Conference on University Entrance...
 Suppose, for example, you want to revise N and F syllabuses for physics. You should start with a piece of string, and cut it roughly

Science diary
 by
 John Maddox

All tied up
 (by a piece of sixth-form string)

In half, keeping one of the two pieces to represent the N level syllabus. You must strip a piece of the second bit of string to represent the extra content of the P level syllabus, and then decide how to join it on to the N level bit...
 Now comes the fun—you must decide how you would join the two pieces, the N and the P together...
 The truth, that is, that the vast apparatus of N and P industry exists to do those famous square the circle with a compass and straightedge...
 The Schools Council properly hopes that people who enter the world of work will be able to do with content but only with what is called "depth"...
 That, of course, entails that you should make the short and long pieces of string stick together sideways; if it were ropes, you could not do this in any way, since it is likely to be a joint which will not hold...
 For example, you have to decide what kinds of N level syllabuses you must devise for those students in the sixth form who really know their physics, but who have been persuaded by idealistic teachers that they ought to know something about physics as well...
 Can you honestly provide for them an N level course that university physics departments say is not suitable for entry to a physics department? Would not you be better occupied, this winter evening, with devising a villainous called "Physics in the Modern World", or even thinking how you might teach them electronics?

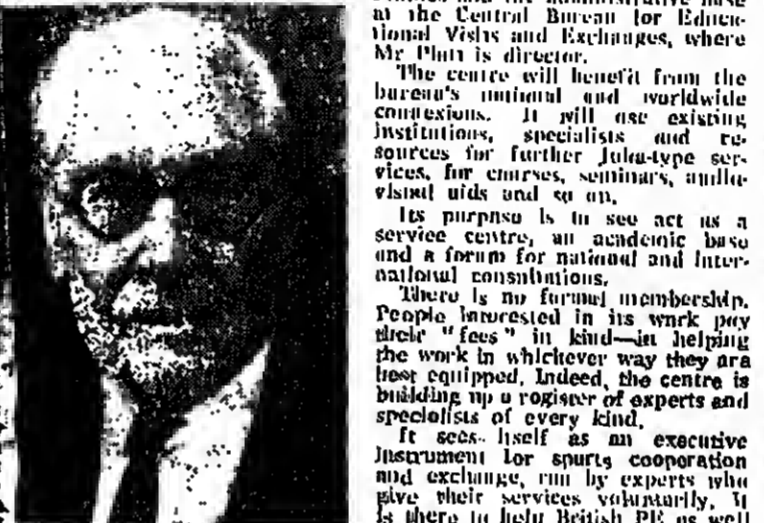
People
 James Hornby, headmaster of Clifton College Preparatory School, Bristol, is to be chairman of the Incorporated Association of Preparatory Schools for 1978.
Schools
 Mrs M. Ostrowski, teacher at St Joseph's RC Junior Mixed and Infants School, Croydon, is to be head teacher of St Joseph's RC Infants School.
 Miss Doreen John, deputy head teacher at Rhodes Avenue Primary School, London, is to be head of Balmont Infants School.
 Mr R. A. Hayden, deputy head of Bampton County Junior School, Rosendale, Lancs, is to be headmaster of Acreington Primary School, Hyndburn, Lancashire.
 Mr P. F. Johnson, headmaster of the Grammar School, Boston, Lincolnshire, is to be headmaster of Elizabeth's Grammar School, Blackburn.

Universities
 Mr D. Bishop, under-secretary, local roads and transportation, Department of Transport, to the London Master Builders' Choir of Building at University College, London.

Wrangle over clothing grants
 Birmingham education authorities attempt to persuade parents to apply for help with their children's clothing grants in social security...
 The authority decided to give uniform grants for this year and save...
 Professor David Dearing, man of the authority, has taken his decision...
 Mr D. Bishop, under-secretary, local roads and transportation, Department of Transport, to the London Master Builders' Choir of Building at University College, London.

Jobs in Juba: fresh vistas open for PE

Sports Studies has become involved in the heart of the southern Sudan...
 The new university at Juba, a town and a town, have some of its "associates"...
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 The new university at Juba, a town and a town, have some of its "associates"...
 Sports Studies has become involved in the heart of the southern Sudan...
 The new university at Juba, a town and a town, have some of its "associates"...



Philip North-Baker: president

Delights of a ball machine

Do a tennis course run by the Sports Council at Exeter University...
 Its head attachment can be set for forehands, backhands, volleys or smashes...
 An ex-cunty player and one of the most senior coaches in the country, Mr Rumble was one of the first to use ball machines...
 "I cannot remember exactly when I got bitten by a sea kayak, but I do remember imagining kayak camping, before I took a paddle..."



James Platt: "important steps"

Although it has this altruistic aim, it will also provide job opportunities for Britain abroad...
 The steering committee members master an impressive range of knowledge and experience...
 In addition to Mr Platt, Dan Anthony and Professor Thompson are the committee members...
 The centre will benefit from the history, national and worldwide context...
 Its purpose is to see act as a service centre for academic and international consultations...
 There is no formal membership...
 People interested in his work pay their "fees" in kind—in helping the work in whatever way they are best equipped...
 It sees itself as an executive instrument for sports cooperation and exchange, run by experts who give their services voluntarily...
 It is there to help British PE as well as meet the needs of the Third World.

When Tim got bitten by a sea kayak

Water Sports for the Disabled is a practical booklet just published by the Sports Council...
 The book, which is interspersed with personal stories like his, tackles each water sport in detail—angling, sailing, sub-aqua, canoeing, water skiing and swimming...
 As well as advice on equipment needed, including clothing, and how it can be adapted to water sports for disabled, there are patterns for making an anorak and high trousers...
 "I am convinced that with a little forethought, consideration and an optimistic attitude, almost all water sports for the disabled could be successfully integrated with little fuss," he says.



Paul Gallico's 'The Snow Goose'

Paul Gallico's heart warming story of a man, a girl, and a snow goose is brought to life on this beautiful recording...
 Ed Welch conducts the London Symphony Orchestra and Erika Milligan narrates...
 Paul Gallico worked closely with these performers...
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THE TIMES EDUCATIONAL SUPPLEMENT

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 Evenings at 7pm.
 Matinees: Wednesday and Friday at 2.15
 STUDENTS: all seats 95p
 LAST WEEK ENDS NOVEMBER 26

\$750,000 boost for arts

from Michael Binyon

WASHINGTON Grants to state education agencies support workshops, newsletters, surveys, consultant visits to local school systems and activities of the State Alliance for Arts Education Committees. For example, Montana will survey arts programmes throughout the state, Nebraska will expand its "shared arts team" of artists, educators to visit more rural schools, Pennsylvania will apply its grant to in-service training, publications, workshops and conferences. Grants to local school systems fund such projects as:

- A half-hour weekly student production of television programmes on the arts, broadcast by the local cable television station and produced by the Concord Union school district in New Hampshire.
- A resource catalogue of ideas and curriculum units for teaching the arts in government and history courses compiled by teachers from the Eaton school district in Clinton, Michigan.

COURSES

- EDGE HILL COLLEGE OF HIGHER EDUCATION**
- DIVISION OF IN-SERVICE STUDIES**
- COURSES FOR SERVING TEACHERS—1970/1979**
- FULL-TIME, ONE YEAR COURSE, University of Lancaster**
- M.A. READING STUDIES
 - DIPLOMAS OF ADVANCED STUDIES IN EDUCATION
 - THE TEACHING OF READING
 - COUNSELLING AND CAREERS WORK
 - THE EDUCATION OF SLOW-LEARNING CHILDREN IN THE ORDINARY SCHOOL
 - SCHOOL SOCIAL WORK
 - THE EDUCATION OF CHILDREN IN URBAN COMMUNITIES
 - THE TEACHING OF MATHEMATICS
 - LOCAL HISTORY FOR SCHOOLS
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- ADVANCED CERTIFICATE**
- DESIGN AND CRAFT EDUCATION
 - MUSIC IN PRIMARY EDUCATION
 - Offered subject to final approval
- PART-TIME, TWO YEAR COURSES, University of Lancaster**
- DIPLOMAS OF ADVANCED STUDIES IN EDUCATION
 - MATHEMATICS—CLASSROOM APPLICATIONS
 - CURRICULUM—THEORY AND PRACTICE
- ADVANCED CERTIFICATES**
- SCHOOL LIBRARY RESOURCE CENTRES—DEVELOPMENT AND USE
 - REMEDIAL EDUCATION
 - THE EDUCATION OF GIFTED AND TALENTED CHILDREN
 - THE LEARNING AND TEACHING OF RELIGION IN SCHOOLS
 - SCIENCE EDUCATION
 - APPLIED SCIENCE AND TECHNOLOGY FOR SCHOOLS
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- THE EDUCATION OF THE UNDER FIVES
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 - THE BRIGHT UNDERACHIEVER IN THE PRIMARY AND MIDDLE SCHOOL
 - COMMUNICATION AND SEMANTICS IN CONTEMPORARY SOCIETY
 - MOVEMENT IN THE PRIMARY SCHOOL
 - MUSIC—SKILLS FOR PRIMARY EDUCATION
 - THE CREATIVE ARTS
 - ART AND DESIGN
 - EDUCATION WELFARE OFFICERS' COURSE
- Courses commence in September, 1978, with the following exceptions:
- Curriculum—Theory and Practice: Remedial Education: The Education of Gifted and Talented Children and Science Education will commence in January.
 - One term course will operate in the Summer Term.
 - Coastal Ecology will operate from March to October.
- Further information and application forms may be obtained from: The Secretary, Division of In-Service Studies, Edge Hill College of Higher Education, St. Helens Road, Ormskirk, Lancashire L39 4QP. Tel: Ormskirk 75171, Ex. 249.

Plan for the changing 90s

by Mike Dnckenfield

A comprehensive plan setting out educational needs into the 1990s is to be published within the next few months. Apart from forecasting the outcome of current trends, it will make concrete proposals for decisions over the next 15 to 20 years.

Known as the 1990 plan — *Udenblikket* is the Danish word for education — it is being prepared by the Central Council for Education, a body responsible for long-term planning within the Ministry of Education. The project was initiated by the minister, Mrs Ritt Bjerregaard, in May 1975.



Mrs Bjerregaard

An interim report outlining the scope and priorities of the plan has already been published, and the Danes are invited to a three-man team appointed by the Organization for Economic Co-operation and Development (OECD) to comment on the final report next year. The team includes Lord Briggs, Provost of Worcester College, Oxford.

The plan will embrace all aspects of formal and informal-organized education. It will emphasize the interdependence of education with other forms of social planning and ask what the next generation of pupils will need to meet the changing demands of leisure and family, working and community life.

One goal will be to give higher priority to cutting inequality. Further education is open to all, but opportunities are not equal, and the report will consider increasing state support for those studying.

It will also look at access in further and higher education, the future of the school marking system, education as a career investment, the effect of home back-

ground on achievement, the degree of specialization without encroaches and the gearing of admissions to different types of education according to future manpower needs.

One area certain to come in for considerable scrutiny is upper secondary schooling, which currently splits comprehensive schools, leaving into academic pre-university gymnasiums and vocational training schools, each with different methods and recruitment.

The virtues of such a system will be outlined in working documents in all pupils such as the ability to learn and to work. The report is likely to be clear that some training of school staff will be a way to new ones. The proper balance must be struck between knowledge, technical and creative elements. Retraining and re-orientation of teachers will be of a practical nature, not only in terms of subject matter but also in terms of achievement of objectives. The question of how to change teaching methods.

Change is also likely to be made in the structure of the education system, with the abolition of parallel further education and vocational upper secondary schooling. Similarly, the age of learning will be more centralized.

The final report will also propose a new plan for education, ending a step implementation of plans.

The Prime Minister, Mrs Jørgensen, has told parliament that the government is to set up a committee to consider proposals for a new plan. The committee will be given the role of schools in imparting values, sex rules and conventional differences within the family, awareness of the Third World and "the class struggle" and youngsters.

'Political' pay dispute ends in compromise

by David Dungworth

A long-standing row over teachers' salaries which will largely maintain the existing pattern until 1981, is provisionally settled by a broadly uniform salary structure throughout the Federal Republic, while allowing the individual Länder to keep certain differentials introduced in recent years.

West German teachers are paid according to civil service scales so that salaries are a federal matter. The dispute over the new rates for 1978 rose out of a much more serious party political controversy over teacher training, which is under the control of the Länder.

In the *Bildungsvereinbarung* of 1973, the country's Comprehensive Education Ministers agreed that teachers should no longer be trained according to the type of school in which they were to serve (primary and secondary modern, intermediate or grammar) but according to the vocational level of the pupils whom they would teach: primary (six to 10), secondary level I (11 to 16) or secondary level II (17 to 19).

Since then the six Federal states governed by the Christian Democrats (CDU) have had second thoughts about the proposal. They feel that the Social Democrat (SPD)-controlled Länder are using it to press their policy of gradually replacing the existing system of secondary education with comprehensive schools.

The result has been a divergent development of teacher training in the different Länder. Bremen has introduced a standard form of training lasting four years for all teachers. In Hamburg and North Rhine Westphalia courses for primary school teachers last three years and those for secondary school staff four years. Among the CDU states only Lower Saxony trains teachers for different age groups as opposed to different types of school and this is to be phased out at one of the two institutions concerned in Hamburg, the SPD Länder have shown a tendency to place teachers at secondary level I and

Staff threaten 'overtime' walk-out

from Dulbert Hallenstein

MILAN Italy's teachers, the worst paid in the Common Market, according to a recent report by the West German Institute for Educational Research, are on the point of open rebellion against a reform which has significantly increased their workload, but not their salaries.

The reform has abolished the giving of numerical marks to assess pupil performance. The former assessment system was based on a one-to-10 marking scheme and, because of its much criticized crudeness, has been replaced by an elaborate system of written reports on all aspects of a pupil's progress.

As from this year, teachers will be expected to keep a progressive file on each individual pupil. The file, which must be updated almost daily, includes entries for a child's psychological and social development as well as for his academic progress.

The teachers have calculated that for them to keep the progress files up to date, they will have to use considerably more than the 20 extra hours a month which they are expected to devote in professional work over and above the normal teaching load.

Teachers in many schools have already announced that they will not work more than the extra 20 for which they are paid. They doubt not that with the recently introduced system of elected school administrations, they are already exceeding the 20-hour limit due to the extra load of meetings which they are now obliged to attend.

If the majority of teachers actually decide to sabotage the marking reform by means of a work-to-time strike (which seems likely) the reform will probably have to be abandoned.

Even if the reform does get off the ground, it will be imposed on a body of teachers which is totally incapable of dealing with it. After decades of parliamentary discussion, the Italian government has still not set up post-graduate teacher training courses at the universities or education colleges. Most of the country's teachers are therefore graduates who are totally untrained as teachers. They would find such assessment as is envisaged beyond them.

The main grudge of the teachers, however, is the heavy demand the reform makes on their free time. Due to their low salaries and a past tradition of morning-only teaching, most teachers still have another job (or other obligations) in the afternoon.

For the female teachers, who make up more than 60 per cent of the profession, this other obligation probably consists of housework. Italy's female graduates tend to choose teaching because it offers (or rather offered) the chance of a half-day morning job.

Parents to get say in restructuring

from William Purvis

SYDNEY The people of New South Wales, Australia's most populous state, have been invited to comment on radical proposals to restructure its administration of education.

A working party set up in study proposals last August by the Education Commission has suggested that the present system be scrapped. This would mean that the Department of Education and the Department of Technical and Further Education (TAFE) would ultimately be replaced by the commission.

Another factor would be that the monolithic State Public Service Board would no longer be the employer of the thousands of teachers and staff in the two departments.

The nine-member working party under the chairmanship of Professor Jhn Hagan has presented its 103-page interim report to the State Education Minister, Mr Edie Bedford.

Mr Bedford in turn has invited the public to respond to the views put forward in the report. The working party's final report is scheduled for completion early next year.

The interim report, with one group discussing viewpoints, sees an education commission as the sole controller of all state schools and colleges of technical and further education.

The commission would ultimately be responsible only to the state Minister for Education for development, control and maintenance of public education institutions, with the exception of universities and colleges of advanced education, which are state funded largely from federal sources.

The interim report also suggests a more active role for teachers, parents and other members of the education community in policy-making and administration.

Professor Hagan said the replacement of the department by a commission would make teaching more flexible, give parents a greater say and relate education more closely to the needs of the community.

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- Partnership of Education in Scotland, South Education Department, Department of Education for Northern Ireland

Standardized assessment tests introduced for first time

from John Walsh

DUBLIN Irish teachers will be able to monitor their pupils' progress more accurately from this year. With the support of the Education Ministry tests of attainment and ability tests have been developed at the Educational Research Centre, St Patrick's College of Education, in Dublin.

Standardized objective tests have not been a significant feature of education in Irish schools in the past. In the formal assessment of pupils' scholastic progress, teachers for the most part used oral and written tests. Where they were used, the objective tests imported from other countries were often not suited to Irish conditions.

Over 10,000 pupils from a representative sample of schools throughout the Republic participated in the introduction of the new multiple-choice tests. The tests cover mathematics, Irish and English.

Most interesting is the development of a test called the Drum Condra Critical Reference Mathematics Test. This has been designed to measure the degree to which

pupils have mastered each of the 60 objectives of the mathematics curriculum. Results of this type of test will help teachers isolate those areas of the curriculum that need to be revised.

The ability tests differ from the attainment tests in that they are designed to test any specific subject. They are measures of what is variously called "mental ability", "Intelligence" and "general scholastic aptitude".

The Drum Condra Verbal Reasoning Test was drawn up by psychologists at the Educational Research Centre in Drum Condra College in Dublin. The two other ability tests consist of Irish versions of the Otis-Leonard and the Differential Aptitude Tests (DAT) which were developed in the United States. The British National Foundation for Educational Research cooperated in the preparation of the Irish version of the DAT.

The use of the tests will be up to the individual schools which will have to purchase them from the research centre, if enough do so the centre will consider using its optical scanner to score the test results of the schools.

Sweden Leading educational innovator

Mr Jones Orring, director general of the National Board of Education since 1969 and one of the main architects of Sweden's current school system, has died. He was 62.

During the last two decades he had been a member of numerous government inquiries on education, including the 1957 commission

Republic of Ireland Standardized assessment tests introduced for first time

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The Teaching of Reading
For PRIMARY and SECONDARY TEACHERS this one-term full-time course will be offered in the Summer Term 1978. The course is designed to enable teachers to extend the range and depth of their knowledge of language development and the reading process. In addition to lectures and seminars members will have the opportunity of working with

children of all ranges of ability normally found in ordinary schools. The recommendations of the Bullock Committee's Report "A Language for Life" will be studied in detail and members will have the opportunity to pursue individual interests in the field of Language and Reading Development.

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Everybody's language

Why are we doing so little to meet the needs of children for whom English is not the first language? Dorothy Davis believes that serious work of mother tongue teaching are a top priority if multi-racial education is to have any real meaning



John Lewis

In cities that have large numbers of schoolchildren from Asian families who speak as their native tongue one of the languages of the Indian sub-continent, there is a growing demand from teachers and parents that Indian languages should be brought in some systematic way into the normal school curriculum.

The deceptively easy name for this is mother-tongue teaching. Hitherto most local authorities have turned a deaf ear to such demands. But the BEC Declaration in June, under which the British Government has agreed to promote education in the native languages and cultures of immigrant children from any part of the world, makes necessary a more realistic appraisal of the complex issues involved.

Not the least of the difficulties about mother-tongue teaching is to decide exactly what it means. What age-group and which particular languages should it apply to? Who wants it, and who is to pay for it? And whatever is done about it, what are the educational and social implications?

There is no record of the numbers of Asian children; probably there are upwards of half a million. They speak an Indian language at home, and learn English at school. English has to be their first priority, but it means an extra subject to learn compared with their English contemporaries. Mother-tongue teaching, therefore, means either using it as a medium of instruction or teaching it directly and sacrificing some other subject.

However, if those who speak their own languages well were taught to read and write them and study their literatures, this could be as educationally rewarding as studying European languages, and would lead, as it does for example in Indian schools, to the same public exams.

Apart from literacy and a widened culture for older children, there is a quite different case for mother tongue teaching of the very youngest infants. Even five-year-olds, although born in this country, are brought to school unable, like their mothers, to speak a word of English. This will probably continue into the next generation.

If it were possible to talk to them in their own language, they might learn more quickly. Many experienced teachers feel that, granted that the main aim is to teach them English as soon as possible, the quickest way to do just that is to give them confidence in the language they know.

Whether teaching in the mother tongue of infants is really profitable is not clear, but claims may be exaggerated. A few seriously monitored pilot schemes would soon show, and there are enough children involved to make it important to check out the most efficient and cost-effective methods.

There is no doubt that Asian parents are anxious to see their own cultures and religions preserved through their children. They see them exposed to the disturbing influences of modern, rationalistic education, encouraged to challenge authority and to question dogma, and frequently offered the very worst examples of anti-social behaviour by their western peers.

They know that language is the binding string of cultural identity, and like the Jews and the Poles before them, they make tremendous efforts to hold their children to their own traditions, their own religious and moral values, by preserving their own languages.

They run many varieties of spare-time schools, staffed, in the main, by well-educated but unpaid volunteers. Some, mostly Muslim and Sikh, teach an Indian language and religious doctrine, others with a more secular tone teach an Indian language with some English or maths, and these often open with a brief act of Hindu worship.

Some provide for several hundred children, have waiting lists, and are strictly organized into attendance according to ability, through which children progress by means of yearly written exam, and if they are diligent leave at 16 with an impressive certificate. Very often, these schools reflect the narrow formality of the adults' experience 20, 30 or 40 years ago in the colonial schools of India or East Africa.

But each has the warmth of a family gathering in a strange land, each is an affirmation of its own community's continuing vitality, each expresses the belief that unless a boy or girl learns

always best served, even in the short run, by special treatment, or even by positive discrimination. There is always a real danger in highlighting racial difference; some Asian spokesmen distrust mother-tongue teaching in schools for this reason. It could prove a social minefield, by segregating children of minority groups for this purpose, and opening the door for their fellow pupils to stigmatize them as inferior.

In primary schools, inter-racial tolerance often flourishes and gives grounds for easy optimism; but among adolescents it is still fragile. It is easy to forget how older children persecute non-conformity, and how hard it is in secondary schools to cultivate mutual respect and understanding—in the teeth of parental prejudice—in the rising multi-racial generation.

Divisions officially imposed along ethnic lines, for whatever desirable ends, could undo it all, as well as wounding parental jealousy and accusations of preferential treatment. These issues must be weighed carefully. They are not reasons for doing nothing, but for looking the risks in the face and proceeding gently. There are practical obstacles too. Finding the teachers may well be easier than it sounds, because many Asian school-teachers, holding English teaching certificates, are schooled in their own literatures; to teach literature to pupils who already speak the vernacular is not difficult.

On the other hand, the cost of many extra teachers for a minority-time subject would be impossible for us, i.e.a. on today's tight budgets, and would need to be financed from central government. Such costly innovation could not be charged to the handful of authorities concerned; the responsibility is a national one.

The crucial element in the cost, however, would be the size of the groups that could be taught together. A start needs to be made, without arousing either false hopes or suspicious hostility, upon ascertaining the facts; the strength of the demand for particular languages in particular schools and neighbourhoods, and where potential teachers are to be found.

Meanwhile, it may be that the most practical way to begin teaching, in towns where the sheer variety of languages demanded appears baffling, is for authorities to organize after-school centres themselves, utilising their existing school staff and facilities. Where this has been tried, English pupils appear to be attracted as well.

While thorough teaching of English language to these children is essential, it is certainly not, in itself, sufficient. Even the most cost-conscious politician must recognize that educating several hundred thousand Asian schoolchildren to take their place in English society is a task quite new and quite different from anything that state education has tackled before. If it is to meet their needs, the task cannot be adequately performed under existing formulae, and serious trials of mother-tongue teaching should at least be attempted.

We cannot afford to waste any of our resources; not the resources of the schools and teachers; nor the skills and potential of the children; nor the support and cooperation of the Asian parents in moral and cultural training. Fears of stirring the fires of racial prejudice, if carried too far, can become as nullifying as the prejudice itself, an excuse for complacency or even cowardice. It is time to stop despairing about the difficulties of multi-racial education, and start seeking solutions.

The true interests of minorities are not

Dorothy Davis is a member of Leicester Education Committee.

In place of turmoils

Last year in the TES, Adam Hopkins reported on a visit of British educationists to New York city. This week he describes the impressions of a return party of American teachers and administrators, who have just spent a fortnight looking at schools in the multi-racial areas of Birmingham and London

First stop, Birmingham, with its starkly rebuilt centre, its zoning motorways, its dingy inner ring and leafy suburbs. It seems a far cry from the South Bronx in New York, where blocks of gaunt buildings, fired by their inhabitants, stand with windows open to the sky. Rubble and broken glass fill up the spaces between buildings, and it is dangerous to walk unaccompanied.

Superficially, Birmingham is not like that. But it was inevitable that the New York educationists would be looking at the capacity of our inner cities to go the same way as the South Bronx. The results of their scrutiny were not reassuring.

Their impressions, as many of them made clear, were immediate, off-the-cuff, "not to be lived with". Frequently individual differed from individual. But this was a group that represented most of the educational interests of New York City, and a good many of the pinnacles of power within the system.

There were classroom teachers and headteachers (principals in American terminology); there was Stephen Aiello, president of the Board of Education, approximately equivalent in his functions, though within a larger system, to Birmingham's or London's education committee chairman; Arnold Webb, the board's director for curriculum, research and teacher training; Nikki Heller, executive director of the United Parents' Association which claims to speak for 400,000; a high-ranking official from the United Federation of Teachers; a group from the New York Urban Coalition, a body which aims to bring together industry, unions and community in tackling inner city problems; and one or two specialists from other cities, such as René Gonzalez from the research-based National Institute of Education, in Washington.



"The question is not 'How long have you got?', but can you in your wisdom avoid our great mistake by starting sooner than we did?"
Walter Edge, principal, Intermediate School 44, Manhattan.

As individuals they were warm, responsive and alert; as a group, edgy, disquieting and fearfully bright. Sometimes they missed a point through lack of background knowledge; more often they homed in, with the sympathetic anxiety of professional people, on the weaknesses or potential weaknesses of our system. Though they did not parade their origins, their remarks were often given force by the fact that many were hocks or Puerto Ricans.

Birmingham and London both threw their doors open to the visitors, listening

on a profusion of high-level briefings, visits to schools and community projects, and sometimes to key policy-making meetings. Nothing was done, so far as I could judge, to shield us from those critics willing to accept an invitation to a meeting or a reception. We were at the receiving end of a sustained attempt to make us understand the successes and failures of inner city schooling.

Washwood Heath is a comprehensive three or four miles from the centre of Birmingham. We went there first, all of us; and at once, as they made their way along corridors and in and out of classrooms, the visitors were struck by an atmosphere which one described as "subdued and disciplined, but free".

The curious thing—curious, that is, if you read our national press—is that we were to encounter a similar atmosphere in all the inner city secondary schools we saw. In one or two I detected some anxiety about the possibility of flight in break-time or corridor. In several I and others felt there was a great deal too much treadmill teaching. But overwhelmingly the atmosphere was one of peace and, potentially at least, of learning. The visitors were impressed by this, and much time was spent in buses, halls and corridors analysing the possible reasons for it.

Could it be, perhaps, as a Birmingham inspection suggested, that children brought with them into secondary schools a tradition of quiet behaviour evolved at primary level? Was it small class (small by American standards)? Or small schools (even 1,700, as at Washwood Heath, seemed to the visitors a relatively small institution)? Or was it something peculiarly British, related to a general distaste for conflict and confrontation?

Arnold Webb told me that "the relaxed relationship between students and teachers, not in the sense of lack of discipline, but in the way that they are comfortable with one another", was one of the things he would most like to import into his own city.

In this, then, the American visitors responded in a way that invited us to re-examine our own stereotypes of inner city secondaries. But it was clear from the first moments at Washwood Heath that in other respects the Americans were profoundly surprised at our way of carrying on.

George Hunt, head of Washwood Heath, brought several of these right out into the open. "No", he volunteered, "we are not a democratic institution." He did his best to inform himself of the feelings of his staff, had a formal mechanism for consulting them, but in the end the governing body, he said, had little practical impact on the curriculum. (Birmingham has a system, now being reformed, by which a single governing body may cover a large number of schools in a rather distant manner.)

Another surprise was the attitude to parents. The best way to regard them, said the head, was as clients for whom the school provided a service. But there was a general view among teachers that parents were "the producers of our raw material, expected to support but not to challenge, and above all not to go into classrooms". Thirty American mouths dropped open simultaneously.

At once three new items became central to the visitors' discussions: the autonomy of heads, the relationship between the individual school and any city-wide or national policy, and the part that parents might play—particularly in multi-ethnic schools—in shaping the content of education.

From Washwood Heath the party fanned out into sub-groups. My notebook records a visit to Aston Manor Comprehensive, where some 60 per cent of the children are of immigrant background, and half of those who take school dinners do so free. The dominant impression here was of the immense amount of unpaid work put in by teachers after hours; and of the head who said to us, as many people—some of them black—were later to do: "We tend to try to avoid the statistics of colour".



"From what we have seen here, which is very limited, there seems to be at least some basis for comparison between where London and Birmingham are right now over race relations in schools, and where we were 15 years ago. If attitudes anywhere remain that there's nothing we want to do about this, or that the problem is minor and will somehow evaporate into the air, then I'm afraid that British society faces the same kind of turmoil that American society faced, and continues to face".
Stephen Aiello, president of the Board of Education, New York City.

My sub-group visited a primary school where Birmingham's education department had combined with the Van Leer Foundation in an attempt to make the school a focus for community education and—ghastly phrase—"neighbourhood development". The scheme was expensive, but something was clearly stirring. We saw 15 Punjabi women learning English in one classroom. In a special parents' room an active and vociferous parents' group was meeting.

"But how much part do the parents play in deciding what should actually be taught?" asked one of the American heads, evidently surprised at the lack of pressure for mother tongue teaching for the children. The question was given point by the next classroom I visited, in another of the Van Leer schools. The pictures on the wall were signed by: Shokil, Anita, Kaushik, Darren, Muzib, Rahit, Javed, Cavina, Antoben and Saldia. Something was stirring, certainly, but was it enough?

Later, in a primary school in Handsworth, where a violent attempt was being made to bridge the gap between school

and community, and to draw people of West Indian origin into a largely West Indian area, young black women said that saw "Rasta kids" breaking shop windows they would look the other way. Six old-age pensioners said they no longer dared go out in the evening, the education service offer again, the face of such calamity?

"Dama right it can," said Burnes, president of the New York Urban Coalition, referring to Birmingham's ethnic programme for the teaching of English as a second language. "A desert in a desert can be improved".

Shortly before the group left Birmingham, a full session was held for us by what they had seen. This was led by Neil Scrimshaw, chairman of education committee, John Crawford, city's new education officer, and a number of senior officials. Most of them had been involved in briefing the group.

Several speakers on the American side paid tribute to the tone of the visit. One spoke of the "marvellous calmism" of the teachers. For over three contributors tried to make their remarks with a complacency, a "we worry that came across most clearly".



"I saw no evidence of any attempt to make educational research respectable. Much of it, anyway, is going on in an ivory tower. What is needed, here as in the United States, is a way of bridging the gap between fundamental research and classroom practice. And by research I don't mean a bundle of statistics. I mean good thinking".
René Gonzalez, National Institute of Education, Washington.

The reluctance to collect statistics on the ethnic origins of pupils was described as "hood-in-sandism" by Arnold Webb. There was, he said, no other way of going to grips with the problems. The statistics which differentiated the "host" community and the rest, the implication that the rest were "others". This permeates right down to the level of the individual child.

"You have a terrible problem," Horvy Goldberger, principal of the mediate School 162, in the South Bronx, said. "You have this problem because you not brought the situation of the

minorities right up into your consciousness. Head after head, teacher after teacher, has not realized the extent of this problem".



"Parents don't want to take over the whole curriculum. But they do want to add their two cents worth when the curriculum is discussed. That can be extremely meaningful in a multi-ethnic community. And parents aren't just radical. They reflect the ideology around them. Anybody who excludes parents is missing out on a very big resource".
Nikki Heller, executive director, United Parents' Association.

Sandy Feldman, from the United Federation of Teachers, had a point to make about the inner city schools and their class. As far as she could tell, she said, the expectation of parents in a working class district was that school would be better or richer than their parents, or came from their background. The aim seemed to be the establishment of an educated and civilized citizenry, without any great challenge to the social status quo.

"But in black areas we saw a higher expectation of the schools: that they would do more for the children, achieve upward mobility, allow them to be doctors or lawyers, and richer than their parents". Could the schools match up to that?

Neil Scrimshaw nodded and nodded. "Birmingham", he said, "is a city that is going to try to solve its problems".

But in the passionate concern of the visitors, which sprang so clearly from the trouble mess in New York, there was, I thought, a lesson for all of us.

Peter Newsam, London's education officer since 1976, was one of those who stood and stared amid the rubble of the South Bronx last autumn. It has surprised nobody with him then that one of his main aims as chief administrator of London's schools has been a more coherent and purposeful approach to multi-ethnic education.

On October 13 the New York group had on hand to watch the ILEA's schools committee, the key body in these matters, reformulate the city's policy on multi-ethnic education.

The debate was enlightening, revealing considerable awareness among the all-party sub-committee of the delicacy of the proposals under discussion. Nobody spoke intemperately, at least on the main issues. Most important of all, the policy debate through which bi-partisan support was being built, they will be committed to a policy which is genuinely respectful of London's multi-ethnic communities, and means that they not just help for the minorities but their special difficulties, but a multi-

ethnic approach right through education. The main points in the new programme are: in-depth consultation with the minority groups themselves; more statistics on the ethnic origins of staff and students "where these statistics have a specifically educational purpose"; a strengthening of those parts of the inspectorate and administration where the burden is likely to fall most heavily; and looking for a number of specific projects, some of which would help to bring into the classroom the richness of a diverse society.

Peter Newsam's report which supported the proposals was in itself an important document. Statistics based on the birthplaces of the mothers of London children, quoted in the document, revealed how large are the concentrations of black and Asian people in some boroughs—26 per cent or more of 1975 live births in Kensington and Chelsea, 20 per cent in Westminster and 22 per cent in Camden were in mothers born outside the United Kingdom but not in the New Commonwealth, Pakistan or the Irish Republic. The figures for 1976 published two weeks ago only confirm this trend.

But beyond this, the document suggested, all was conjecture. Knowledge was needed of what was actually happening inside the educational system.

The report showed how external forces were operating in favour of an initiative on multi-ethnic education. There was the Green Paper, the House of Commons Select Committee on Race Relations and Immigration, the EEC directive on mother-tongue teaching, a 1977 Community Relations Commission report, all urging such steps as the collection of similar information, the recruitment of more teachers from minority groups, more concentration on the special problems of West Indian children, a genuine say for the minorities in the making of policies affecting their interests and—in the case of the 1976 Race Relations Act—establishing a legal basis for positive discrimination.

All this, not leaving out the enterprising work already done in London, came together, with Peter Newsam's experiences in New York and the genuine concern of ILEA politicians, to create the most ambitious initiative, philosophically at least, in race relations in British education today.

But will it be enough? Only some £110,000 of Government and London

money will be spent each year, to start with at least, on creating this "further dimension" in London schooling. Moreover, the specific projects in schools are few in number.

And will it work? The Americans had some chilling points to make. Harvey Goldenberg, South Bronx principal, said: "This is an important and admirable new set of policies. But if they imply a promise to deliver certain curricula and services, I foresee very great difficulties. If I'm a teacher who is receptive, that's fine. If I'm an administrator who is receptive, that's fine. But what happens if I'm a teacher who is threatened, fearing for his job as the school population shrinks? What happens if I'm racist?"

The trouble, he said, was that heads were not visibly accountable to anyone; there was no requirement for teachers, even poor teachers, to improve their instruction, "to make themselves over". The "damaging acceptance" by teachers of the social and educational status quo meant that many would treat non-tradi-



"Your myth is that if you give responsibility to the heads they will be very benevolent, participatory and democratic. In reality, I found many of them to be much more authoritarian and dominating than I expected, tending to define things like participation in very narrow terms".
Lynn Gray, education programme director, New York Urban Coalition.

tional syllabuses, reflecting ethnic diversity as "so much bullshit". A system by which a single inspector might be looking at 60 schools was "farcical".

"It's my thesis that you are delivering a document that's well meant and well thought out into a system that is not going to do much about it."

As in Birmingham, the Americans saw a variety of inner city schools and approaches to inner city problems. They attended a head's department meeting at Wandberry Dawn Comprehensive and heard some argument over the spending of money. "I like that", said Arnold Webb. "Even if the head says 'no', these teachers feel they have a piece of the action".

At Durrant Comprehensive in south London, imaginative mixed-ability teaching was on show in an agreeable atmosphere, and at Thelme Hill Comprehensive there was the ILEA's world history project. This was thought highly impressive within the context of a school that was tackling the problems of race actively and sympathetically, while not making too much of a theoretical song and dance about it. We were briefed by Ashley Bramall and his senior officers, the radical black educationist, Dorothy Kaya, members of the Taylor Committee, and one of the organizers of JBA's Trident project, designed to bring school and industry into a closer relationship. Everywhere there was hospitality, and usually openness.

But perhaps the most exciting moment of all came when two of the trade unionists, fresh from a visit to a Wandsworth infants' school, asked for permission to visit the adjoining juniors, and were ejected with an angry yellow from the head. Here, they felt, was a demonstration of all they had been told about the right of head teachers to behave in any way they liked.

All the original themes remained uppermost at the end of the visit, both in private conversation and as the group reported back to the ILEA: the autonomy of the head and the individual school; the difficulties of delivering any coherent policy; and the reluctance, pace even Taylor, to involve parents in anything much more than what one of the American principals referred to as "mental or ceremonial fash".

'We haven't had a riot in ten years'

The New York Urban Coalition was responsible for assembling the party of visitors to Britain. Don Elliott, the coalition's chairman, and Arthur Burnes, its president, gave an account of the origins and work of their organization. Was it, I wondered, any kind of model for the British inner city?

The coalition, they said, was born of the violence and hurologues of the Sixties. These compelled the leaders of New York's big corporations to realize that they must act for greater social equity—from self-interest if nothing else. On a budget of several million dollars they got together with trades unionists and community leaders to stimulate self-help projects and institutional change.

"This isn't something you do because you want to, it's something you do because you have to," said Don Elliott. He thought it had been highly instructive for the leaders of such disparate interest groups

to gather round the same table, and find that the others were just as clever as they were, just as dedicated, just as mixed in their motives—and they could like one another.

"We try to get the minorities to get themselves together," said Arthur Burnes. "We try to empower the disadvantaged citizens of our community." (At present almost 65 per cent of the public school population of New York is black or Puerto Rican.)

Later in the budget has shrunk—"After all" said Arthur Burnes, "we haven't had a riot in 10 years." Rather than fund individual programmes, the coalition now tries to work as a catalyst, sometimes providing but frequently "brokering" or finding for elsewhere technical assistance for community-based projects.

The most impressive programme—I have seen some of them in New York City—are in housing; in education, where the coalition has been fostering small-scale

organization within existing schools; and, recently, in crime prevention.

In a current project, huge neighbourhood meetings were held in three precincts in Harlem, the part of the city with the highest street crime record. Since then, some of the toughest youngsters have been acting as escorts for the elderly, running street patrols and generally taking the neighbourhood in hand.

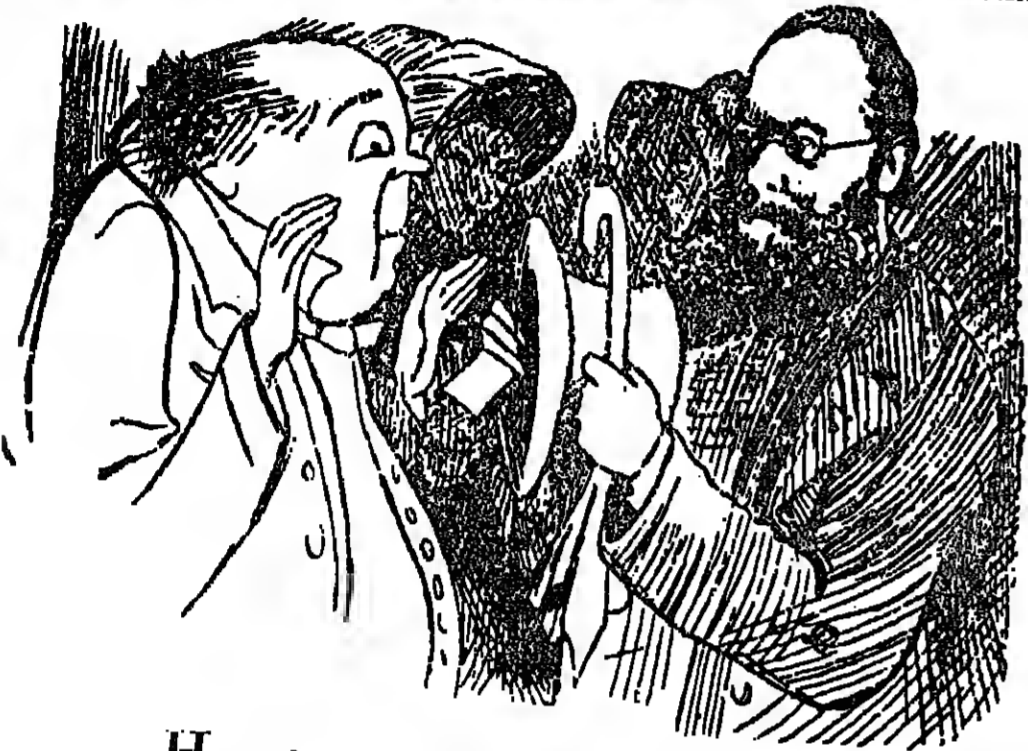
Despite the scepticism of the police and the mayor's office—"everyone thought we were plain crazy"—street crime in those three precincts has dropped by 24 per cent in 18 months. "We saw," said Arthur Burnes, "that if we concentrated now we would have something for later on, a foundation on which to build."

Nowhere in Britain are social conditions anything like so extreme as in Harlem or the South Bronx. But if "conditioning" has any value, would it not be better to begin before a riot, rather than after one?

APRIL 1978

How pleasant to know Mr Lear!

Charles Lewsen reviews a new biography



How pleasant to know Mr. Lear!

Who has written such volumes of stuff
Some think him ill-tempered and queer,
But a few think him pleasant enough.

Self-portrait of the Laureate of Nonsense from *The Complete Nonsense of Edward Lear* (Faber)

Edward Lear and his World. By John Lehmann. Thomas and Hudson £3.95, 500 19061 2.

This is a new volume in the Thomas and Hudson Writers in their World series; and to those who know Mr. Lear only as author of the Owl and the Pussycat, his exquisitely detailed, earthy parrots and squirrel, his Greek masteries perched in vertiginous gorges, and his subtly evocative sketches, from the Nile, Albania and India, it will make a fascinating complement to the self-topographer's "glorious foolish topography" that dances in the letters reproduced here. Unhappily, John Lehmann's accompanying text is lacklustre and ill-comprehended. Drawing freely on the biographies of Angus Davidson (1938) and Vivian Noakes (1968), he tells us how Lear was "dispossessed of his home when he was 30 years of his adult life... It must have struck Mr. Lehmann that achieving a home when he was 59 was an event of immense importance to Lear; yet he devotes barely a hundred words to the destruction of that home after less than 10 years, and hardly glances at the resulting anguish—I might say madness—that produced the nightmare of *My and Mrs. Diacabolos*, part 2. By contrast, Mr. Lehmann expends 1,000 words on the journey in Calabria with an acquaintance who did not figure further in Lear's life. Reporting the myth that it was Lear's habit to write 38 letters before breakfast, without considering how many words make a letter or when breakfast becomes supper, Mr. Lehmann does a bit of merrymaking himself. Commenting on Lear's relationship with the actor, Ann, who was his surrogate mother, Mr. Lehmann says: "Lear once wrote of her, 'She has always been near Heaven as it is possible to be'. And when she died in 1861 he was heartbroken. He told a friend: 'I am all at sea and about I don't know my way an hour alone.' Now, Mr. Lehmann well knows, "uncle" and "aunt" when she died in 1861" were less than two weeks apart; and while he is undoubtedly right in thinking Ann a vital influence in Lear's life, his method seems to me questionable. What we say and do about those we believe to be dying is not always the same as when we think them in good health. It is something arguable that there is something in the woman showing her husband into an over-reproduced on page 57 of Mr. Lehmann's book.

Part, at least, of the critical section is very likeable. Mr. Lehmann clearly respects and enjoys the landscape artist "feeling his way towards an approach to the drawing of landscape that is essentially modern". In one of the few passages that seek to unite the different aspects of Lear, Mr. Lehmann adds: "He had an altogether exceptional gift for bold simplification of line—a gift that comes out equally strongly in his nonsense drawings". When it comes to the Nonsense, he notes usefully how the Old Persons and Young Ladies seem constantly to dance, and detects the root of Lear's Nonsense word "Scrobolious" in the cry of a crowd at Elbasan who, seeing the artist sketch, called out "Shaban scroo" (the dead draw). But apart from questioning whether Lear visited the ballet, he does not explore the meaning of dance to a man tormented by epilepsy; he does not suggest why or how a word that sometimes implies enigmas, sometimes doubt—but usually carries no meaning or allusion—should grow from the cries of those terrified Turks.

His real imaginative failure—or perhaps it is just my unhappy choice of words—is in his passage on *The Dog and the Cat*. Recognising that the dog and the cat are "highlighted emotional mood" of this great poem, he can yet describe the central image as "ludicrous" and "funny". If Mr. Lehmann had reproduced the Harvard manuscript sketch of the dog, he might not have been so sure of himself. He might have been struck by the way in which the dog's tail is drawn in a way that suggests a human hand. This is, of course, the dilemma that Thackeray presents to his admirers: he writes a novel to satirise the world's works of art, one of the major works of the nineteenth century, says Professor Carey and afterwards a number of other novels in that keyword, slightly derogatory category of books for which "a case" can be made. Personally, I don't think in this regard that *The Dog and the Cat* is a unique phenomenon, and I would instance *Emma Bovary* and *Becky Sharp* as in themselves achieved their creators. Nor can it be mere chance—any more than wit—that *The Dog and the Cat* is a masterpiece of the genre. It is, however, a masterpiece, and it would doubtless have been so had it been written by George Osbourne, or perhaps by George Osbourne's pen-pal, Amelia's "darling". Your husband's feet are "darlings". Perhaps ultimately it was himself Thackeray who was "highlighted emotional mood".



From *The Dog and the Cat* (Faber)

Felix rampant from *The Heraldic Blazon of Rose the Cat* (Faber)



Sometimes a snob

Michael Levey on Thackeray

Thackeray: *Prodigious Genius*. By John Carey. Faber £6.95, 571 1126 2.

It was in Southampton, over lunch on an icy day last winter, that our feminist guide made a charming, pertinent remark when our group praised her knowledge not only of the English language but of French literature. The author could not but accept our admiration, for she had never missed *Vanity Fair* and she had never managed to finish reading *The Virginians*. She seemed relieved to learn that very few English people can read that novel, and she happily shared her feelings about the author's failure, they blame the author.

Yet, as Professor Carey remarks in his lively book, *The Virginians* is not only a masterpiece of the genre, but a masterpiece of the genre. He writes a novel to satirise the world's works of art, one of the major works of the nineteenth century, says Professor Carey and afterwards a number of other novels in that keyword, slightly derogatory category of books for which "a case" can be made. Personally, I don't think in this regard that *The Dog and the Cat* is a unique phenomenon, and I would instance *Emma Bovary* and *Becky Sharp* as in themselves achieved their creators. Nor can it be mere chance—any more than wit—that *The Dog and the Cat* is a masterpiece of the genre. It is, however, a masterpiece, and it would doubtless have been so had it been written by George Osbourne, or perhaps by George Osbourne's pen-pal, Amelia's "darling". Your husband's feet are "darlings". Perhaps ultimately it was himself Thackeray who was "highlighted emotional mood".

Legendary philosopher

High Sockett reviews studies of John Dewey

John Dewey Reconsidered. Edited by R. S. Peters. Routledge and Kegan Paul £4.50, 2109 8621 7.

A poor philosopher and a poor writer, says Anthony Flew, a noble, pragmatic thinker, full of potential insights, wise, shrewd and blessed with a power of vivid prose, says Martha Hollis. These sharply contrasting judgments reflect philosophical puzzlement about John Dewey. This series of public lectures delivered at the London Institute in 1975 is also something of a guide and map, by the way, for the philosophically faint-hearted.

The series perhaps reflects the man, except that the opportunity to draw the contributions together, either by introduction or epilogue, is not taken. Two of the essays, notably of any rate, are concerned with Dewey as a philosopher of education. Few concentrate only on the problems of democracy in "Democracy and Education", in *Education and Democracy*, as Peters notes, there is plenty in the book about education but very little about democracy. Peters himself writes a rounded critique of Dewey's philosophy of education. There are three "straight" philosophical papers. Alan White, with

his usual care and pertinacity, tackles the concept of interest. Martha Hollis, with sympathetic, lucid and his usual engaging style, explores the self-instruction, courtesy, examines Dewey's Theory of Knowledge. Finally there is an essay by Bruner et al, which appears to have strayed into the wrong volume. All in all, it is very much a collection.

Dewey was seen by his contemporaries in educational thought as a philosopher who had brought educational concerns. The famous NSSE Yearbook of 1926 lists his contribution from Kiltpatrick, but none from Dewey. His output as a philosopher is legendary, partly because he seems more concerned with generating ideas and possibilities than developing a guarded fortress of knowledge. C. L. Stevenson remarked that the difficulty of reading Dewey is that of following a road which he has not yet built. He is, in other words, a philosopher who is not only a philosopher but a philosopher of education. He is a philosopher of education, not a philosopher of education.

reflect directly the structure of the world; the philosopher as an intelligent means to independently produce. Rather, Dewey's model is that of the "intelligent" and "free" human nature with conduct in the polis, a consensus which Hollis nicely dubs a political philosophy of mind. The intelligent human being is searching for means and goals, always in a state of becoming, on a consensus which Hollis dubs a political philosophy of mind. The intelligent human being is searching for means and goals, always in a state of becoming, on a consensus which Hollis dubs a political philosophy of mind.

Hollis, on the other hand, concentrates a mighty agenda and examines it in a series of papers, not in a single one. He builds an account of Dewey's plan to William James, in respect of personal identity, on Dewey's view of the free man as the man of rational habits, and on through Dewey's conception of freedom—the intelligent human being, to the intelligent human being, to the intelligent human being, to the intelligent human being, to the intelligent human being.

ive, we imply the model of a rational man taking. Calculated means to independently produce. Rather, Dewey's model is that of the "intelligent" and "free" human nature with conduct in the polis, a consensus which Hollis nicely dubs a political philosophy of mind. The intelligent human being is searching for means and goals, always in a state of becoming, on a consensus which Hollis dubs a political philosophy of mind.

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caught some of the excitement which Stevenson found in puzzling over Dewey. Dewey wrote "Experience and Education" as, it were, protect himself from his friends. Peters has also been, not merely a victim of absurd of humanist criticism, but of straightforward total misunderstanding of the context of his own work, in many senses of context. Peters' essay there is a balanced and critical appraisal, but there is which irritatingly infers the analysis. He comments, for example, that Dewey's attitude to the democratic way of life was semi-mystical: yet even contemporary liberals do find the experience of authentic fraternity (or solidarity) crucial to understanding social and political relations: of John Searle's description of Dewey's educational base in the rural school and the small community; yet not only do children attend such schools, but, as we get increasingly convinced with the problems of large schools and the reputation of urban communities, it is beside the point to call Dewey myopic.

Tale of a charlatan

John Maddox on Lysenko

Profession Science? The Case of Lysenko. By Dominique Lecourt. New Left Books £5.75, 202208 69 6.

Ask a biologist to name a charlatan, and the chances are that the answer will be "Lysenko". By now, the justification of this slur has been amply clarified, both by biologists in the West and, implicitly, by the way in which Soviet biologists have quietly slipped back to the use of what they used to call "Mendelian genetics". Moreover, part of the explanation of how Lysenko got away with his folly has been given by Zhores Medvedev (now in the West) in his recent and colour of *The Rise and Fall of T. D. Lysenko*. What more, then, is to be told?

Profession Science? is part of the answer. Its author, Dominique Lecourt, is a French philosopher and theoretician of Lysenko's party have to say about his experience—and Lecourt makes no bones about it. Lysenko was indeed a charlatan (at least in his heyday) and the Communist parties were misguided in having given him the backing and yet—this is the conclusion to which they find only themselves to come.

Historically, the tale is a constant reminder of how often, and how often, the dogma of the Revolution. He first came to public attention in 1922, when he was found how to avoid potato blight from frost, to avoid the blight disease by planting potatoes in the summer. Fairly enough, says Lecourt, Lysenko was then an innovator. He was, theoretically, a pioneer. He was, in fact, a charlatan. He had fallen into the trap of making hybrid plants, which he was unable to explain as Mendelian as understood in the



dialectical materialism was imperfect. To Lenin, dialectical materialism was the name for a method of intellectual analysis which, among other things, enjoined attention to overlook the environment in which animals and plants develop. To Stalin, dialectical materialism was a description of natural laws, and in particular the laws that the development of organisms is not a repetitive process but "an upward and upward movement". What better justification could there have been for the inheritance of acquired characteristics? Lecourt is also honest enough to acknowledge that Lysenko's success stemmed at least in part from the peculiar needs of the Russian state—collectivization in the early thirties and the need to rescue Stalin's post-war plan for the "transformation of nature". Lysenko's long career was thus, according to Lecourt, one in which an almost innocent proponent of agricultural biology was impelled towards one excess after another by the political exigencies of his environment.

Plainly, there is a lot more to be said about this terrible aberration. Lysenko's campaign against the orthodox geneticists was Hitler and personally malevolent. How could he have got away with it if it had not been for the Terror of the thirties? How was the Russian scientific community persuaded at the height of Lysenko's power in 1948, that "proletarian science" is preferable to "bourgeois science" with all its evil consequences not just in genetics but in quantum mechanics, chemistry and several other fields? Lecourt traces the origin of this false doctrine of the two sciences to Lenin's old opponent Alexander Bogdanov, and for Marxist theologians that will be a useful nugget of information.

For the rest of us, the important questions remain what they have been for years. What kept so many talented scientists so silent for so long? What assurance is there that Lysenkoism could not happen again? And why, now that this shabby chapter in the history of Russian science has been closed, do Russian scientists still so silent on the subject?

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Routledge & Kegan Paul
39 Store Street, London, WC1

Televised lessons within a university setting

CAROLYN O'GRADY on the results of a Leeds University project to test the use of self-teaching methods

First-year history students at Leeds University did not attend tutorials or lectures during the third term in 1977. Instead, they all spent two hours a week sitting in the dark watching the screen of a video-plotter.

They were issued with worksheets, given exercises to do and directed to books and articles for further reading, but they worked entirely on their own and, though there were opportunities for meeting times, most students did not take advantage of them.

This way of working, apparently so antithetical to traditional university teaching methods, has been surprisingly successful. After a trial year, the organisers of the course are convinced that a methodological breakthrough has been made which could be used to a limited extent in other higher educational institutions and might also be highly effective in schools.

The result of a project financed by the Nuffield Foundation, the interim course introduces students to the principal sources of historical evidence: archaeological and numismatic; literary sources for medieval times; and photographic, film and sound records for the nineteenth and twentieth century. Its chief component is 16 videocassettes each prepared by an academic in conjunction with Leeds University audio-visual experts.

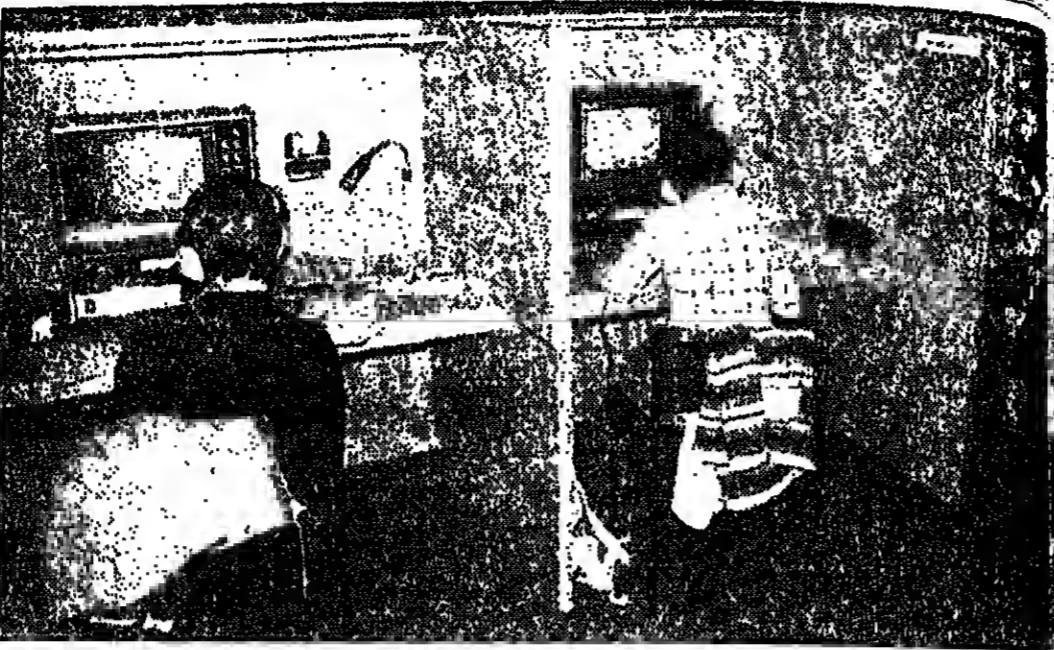
The course was set up primarily, says Nicholas Pronay, its originator and a lecturer in history, "to provide reliable evidence about the applicability of modern educational technology and of a 'structural' approach to university teaching".

Leeds also wanted to test out a new part of the history syllabus. They argue that the explosion of historical research and publications has meant that there is not enough time to devote to the incidental acquisition of the techniques or the craft of the historian.

Moreover, increased specialization in history has led to a real danger that students will be largely unaware of the sources and techniques applicable to those periods they are not studying. Higher staff-student ratios, due to greater student demand and economic considerations, have made it difficult to apply traditional methods to counteract these tendencies and the project sought an alternative.

The university emphasizes that the overriding impression given by the extensive interviews with students and their written comments is that "one cannot please all of the people all of the time".

"One man's pet hate was another woman's fondest feature of the course. What was considered to be absurdly simple by some was taken as too demanding by others."



Leeds University history students at work in the library.

lecture and hope that you have written down the relevant bits. You can turn it off if you want to write something down and then go on..."

"In lectures I'm always missing something. This is another reason why I quite like the self-control because I can drift off and I can easily go back," said another.

Most students said they preferred working alone with the video-plotter in working in groups with the machine. It was easier to concentrate in that way.

The chief criticism of this type of independent study was that it was isolated. Most students drew attention to the lack of personal contact. "You can't compare it with tutorials because you can't discuss it. You can't talk back. I don't think you can get personal contact away completely. I think you could do without the lecture, however, and have these instead of them."

General conclusions

However, some general conclusions can be drawn. First, no single method of teaching, not even the most widely favoured by the students. Second, the course was unambiguously popular. And third, the undergraduates attained similar academic standards during this term as they had done in four orthodox courses taken earlier in the year.

Though there were a few strong and vocal critics, most of them found the course a valuable exercise. The chief complaint was about the lack of personal contact. Most students complained that this method of study was isolating. Some also found some of the written work based on the videotapes and questionnaires too easy.

Students were found to be completely capable of supervising themselves. At first it was feared that, as they were only required to check in and out with the librarian at pre-arranged times, undergraduates would not turn up to sessions and would at least be unprepared.

However, out of the 496 viewing sessions arranged during the term, only 39 were missed and in every case students had a valid excuse and made alternative arrangements to do so. Undergraduates were seen to be taking notes avidly during sessions, while stopping, starting and rewinding the videocassette machine.

Pupils liked the ability to control their own pace and to a limited extent their method of working. Most of them found they preferred what they saw and heard rather than in a lecture or tutorial while most of the rest said there was little difference. In the interviews many students drew attention to how easy it was to take notes when working from a video-plotter. "You are not having to scribble away frantically as you do in a

library, they can indeed be central part of a course.

Moreover, students often do not read a long period of text and to follow an orally delivered lecture is a large and it has to be pitched at a level longer, and more complex, cover the same ground.

Own pace

"Students working at their own pace can stop and start at will. They can work at their own pace, and at a higher level to that of the lecturer, and they can make the most of the material. This aspect is probably the most important and interesting of improving teaching for undergraduates, and overcomes 'mixed ability teaching' problems at all levels of education. The element is not the use of video, but the use of the self-paced access television technique available."

A course on historical numismatics is particularly well suited to this because of the need to study documents, coins, etc. and to draw them to various aspects of their form, and other subjects concerned might be as or more appropriate.

However, Pronay adds, "there is something missing about television, especially when watching alone. Seeing things like the Leeds video findings interesting for many of which are already independent learning methods of the video, and which already have video content."

In the meantime, should we agree, the course will be a whole or in part to other education colleges and other sixth-form colleges from which enquiries have already been received.

Personal contact

It was interesting, however, that though there were at times regrets, most were available to see students, not one student took advantage of this. No clear reason has emerged but it is possible that some sort of compulsory tutorials are needed to supplement the video lessons and to give the undergraduates a chance for discussion and meeting people.

Contrary to predictions that students would damage the expensive machinery or be unable to operate it, no one did any difficulty in using the equipment. There was one occasion when a student accidentally mishandled a machine. Surprisingly, none minded the fact that the programmes were in black and white and a few did not even consciously register the lack of colour. Neither did the technical quality of the programmes appear to matter.

Because each programme was conceived by an historian and pro-

Bibliophiles

The second edition of *A Select Bibliography of Educational Technology* has now been produced by the Council for Educational Technology. Compiled by Sylvia Stagg, Librarian at Sevenoaks School, Kent, and Michael Frost, acting director of the Centre for Educational Technology at Sussex University, the book is 100 pages long and is divided into nine major groups.

The book costs £1.80 plus postage from Councils and Educational Press Ltd, 10 Queen Anne St, London, W1M 9LD.

Griffin and George's *Biology Notes* contains eight pages of information on Griffin products, including details of a new incubator, coral-reef tanks, and 45 microscopes.

The Autumn edition is available free from Mrs S. Martin, Griffin & George Ltd, 285 Enfield Road, Alpton, Wembley, Middlesex.

The *Animals in Art* exhibition opens at the British Museum on December 2. It is presented in seven sections including Hunting, Animals in Thought and Religion and Stories and Fables. Items have been drawn from the British Museum and British Library collections and among them are Celtic coins, tiles, and works by Dürer, Rembrandt and George Stubbs. Several Picasso woodcuts will also be on show.

Further information from the British Museum, London WC1.

Demonstrations of glass blowing are the major ingredient of a new Craft Advisory Committee film, *Hot Glass*, which is released last month. The film shows ordinary repetitive work in a small workshop together with some virtuoso demonstrations by masters of the craft.

Hot Glass is available for hire on non-commercial sites from Concord Film Council Ltd, Nacton, Ipswich, Suffolk.

Alternative formula for a history resource pack?

by James Brown

- 1. The Second World War
- 2. Changing Life in Scotland 1760-1830
- 3. The French Revolution

The classic history resource pack was laid down by the Jackdaws—a collection of reproducible documents with a series of introductory sheets, explanation after another formula with these three packs. Each contains between 18 and 22 broad-sheets, packed with short quotations, followed by brief editorial comments.

Each sheet covers a different aspect of the chosen topic. The presentation is attractive, with well-designed headings and well-chosen illustrations.

John Ray's pack on the Second World War strikes a good balance between Allied and Axis sources and the Russian front material is particularly good. Apt quotations contrast the day-to-day viewpoints

with those of the general, although the passages chosen to illustrate the experience of Hiroshima and Nagasaki seem dated.

Overall coverage is good, ranging over European, Middle and Far Eastern spheres of conflict, and includes sheets on the sea in the air and at sea as well as the Nazi occupation of Europe and life on the home front. It is little more than a quibble to say that Hamburg and Dresden are not mentioned, and there is no sheet on America as the "Arsenal of Democracy".

Some of the questions seem ill-considered—probing 'yes' or 'no' answers or a search for information that quotations do not seem to give. However, the type of source material always demands careful preparation for the particular needs of a class. The sheets, back, they are on high strategy: Yalta is not mentioned and the pack begins with the crisis over Poland rather than long-term causes.

These are not really weaknesses. Rather, they define the age group intended. This pack would certainly achieve an O level course and would also be useful with able C.S.E. students.

Changing Life in Scotland 1760-



From "The French Revolution".



In the charts

The only record whose contents are wholly determined by what appears on the sleeve, said Steve Race, broadcaster, musician and art lover, of *Music in Pictures*, the National Gallery's first record.

The music on the record, which is performed by musicians from the Royal Academy of Music, has been chosen by Steve Race to march 11 National Gallery paintings which portray musicians or have musical themes. The paintings are reproduced on the record sleeve.

Professor John Hales, chairman of the National Gallery Trustees, who described the record as the "first addition to the 'Take-away' series for producing it."

"It is to gratify natural curiosity about musical instruments possessed by Hans Holbein the Younger in a lot of paintings and was an extremely important part of the society in which most painters lived. Thirdly, to add another dimension to the appreciation of a painting."

The matching of music and paintings has been assiduously pursued in period and style, and the instruments played are those pictured.

Pictures include "The Ambassadors" by Hans Holbein, "A Man Playing a Lute" by Hendrick ter Bruggeken and "Music in the Galleries Garden" by Manet.

The record is in stereo with a playing time of 41 minutes. It costs £12.45 by post. A companion set of slides is available from the gallery; price £2.00 (£2.50 by post).

Carolyn O'Grady

relevant place names without cluttering maps with unnecessary detail.

Statistical charts (for example, that on the rural complexion of three villages) are well used to encourage an analytical approach in the student. But there are omissions; there is a lack of emphasis on economic factors and a brief quotation from Rousseau seems hardly sufficient to represent the pre-revolutionary critics of the Ancien Régime.

The most serious omission is material on the personalities of Robespierre, Danton and St Just, while Mirabeau hardly appears at all.

In this pack a rather larger proportion of the material is explanatory or linking and quotations are consequently shorter. However, the sheets are logically organised and the material always apposite. The illustrations are good and well placed, if rather small.

Discovery for the reluctant

The French Revolution is a notoriously difficult topic to present at school level. Graham Beaman's pack of booklets makes sense of the complex chronology up to the death of Robespierre and provides a clear portrayal of the political events and achievements of the revolution. The Declaration of the Rights of Man and the constitutional developments of 1791 are queried to explain the aims and attitudes of the revolutionaries. The mops of Paris in the sheets dealing with the city should serve as a model on how to include all the

through his three pages of reading, may not be so amused.

Eight booklets for pupils who find reading difficult, written by Cliff Edwards, Wheaton and Co, Henock Road, Exeter, 95p.

The aim of these booklets is to reproduce factual material about a variety of subjects for children whose reading ages are between seven and nine. Mr Edwards recognizes that remedial children can benefit as much as fluent readers from the "discovery" type of teaching in which the booklets would be used best.

The death of good, factual books written for the remedial child has meant teachers, having either to prepare notes themselves, or refer the child to infant books. This series does not attempt to do that, but it is not oversimplified. The witty, colloquial language helps to explain the intricate details of the excellent variety of subjects from natural and historical to supernatural life.

The three pages of reading in each booklet, a considerable amount for remedial readers to understand at the seven-year-old stage, is difficult, especially since comprehension usually lags behind reading age. The booklets would be more suitable for children aged eight or nine.

The text is followed by two pages of questions, mischievously called "Take a Break". Mr Edwards obviously believes that a change is as good as a rest. The remedial child, having struggled laboriously

Star trekking

by Peta Levi

The London Planetarium has taken a technological leap and invested in 15 new projectors which enable it to view sophisticated American planetaria. It is demonstrating the new equipment with a spectacular new presentation called *Universe*. For anyone over the age of six it is stimulating to watch this 35-minute programme, which traces the history of man's understanding of the universe.

The programme is based on an American production by Lou McLennan, and is the result of a collaboration between Mr McLennan and John Ebdon, director of the London Planetarium. The London programme was recorded in Toronto with new sound and visual effects, such as gas zones of Jupiter, radio waves, a solar sailer, pulsar and quasar, and the 1976 Viking landing on Mars. Some of the artwork such as Starhenge and the pictures in the sky could be improved.

The programme is packed with digestible information, a good example of Ebdon's educational philosophy of relating the arts to the sciences. He starts with the builders of Stonehenge, pointing out that the ingaling mind, even of university students, wanted to organize objects or situations. Early agriculturalists lived by the stars from which they got their sense of time. In 1609 the first telescopes were used. In this presentation the advance in knowledge is constantly related to man's individual endeavours, as illustrated by Sir William Herschel's painstaking cataloguing of all the stars he could see through his telescope in his garden at Slough.

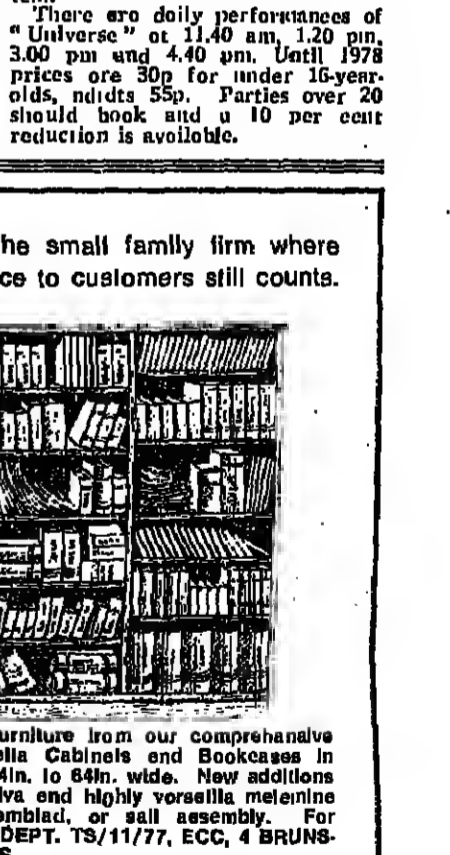
With the development of radio astronomy (pioneered in Britain), discoveries such as pulsars, quasars and novae have shattered our ideas of a tranquil universe. The programme ends with a look at future exploration by robot spacecraft of the nine planets of our solar system.

There are daily performances of "Universe" at 11.40 am, 1.20 pm, 3.00 pm and 4.40 pm, until 1978 prices are 50p for under 15-year-olds, adults 55p. Parties over 20 should book and a 10 per cent reduction is available.

Both the other packs could be split into groups of five or six sheets of sub-topics. A relatively small number of packs would provide a means of teaching these topics in an interesting and valuable way.

The rather small, faint print used in this pack, unlike the others, also supports use by more mature students. In contrast to the packs on the Second World War and Scotland, the chronological approach and level prevent this pack being used for group work in a large class.

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Polytechnics

"The question, 'Which way for the polytechnics?' has been asked repeatedly, and any answer must inevitably be personal. There is, however, particular significance in asking it just now."

Caring for the roots

By Kenneth Counter

The Department of Education and Science has indicated that it sees the polytechnics as the spearhead of public sector higher education. Meanwhile the polytechnics, in common with the rest of education, are feeling the effects of Government cut-back.

The significance now of questions about the way forward is emphasized by the fact that before long the shortfall in student numbers will hit polytechnic undergraduate courses. Mid-career up-training and refresher courses for those in industry and commerce have increasingly become the province of commercial undertakings. Very recently, the Senate of the Open University voted overwhelmingly in favour of entering the field of continuing education.

What then is the role of the polytechnics in respect of school-leavers, those already in employment, the immediate locality and the larger world? If the polytechnics were to be administratively separated from the further education sector the importance of defining their role, as against that of the universities, would be accentuated.

Dr Colin Adamson has remarked that the phrase "alternative-university structure" used by UNESCO is perfectly explicit. So it is, but is descriptive of the polytechnics? Certainly they have had an important function in the development of

the Council for National Academic Awards degrees and in the sponsoring and teaching of those courses now under the auspices of the Technician Education Council and the Business Education Council. But circumstances are forcing them to move in other directions in which they should already have been moving without the impetus of adversity.

They have admittedly confronted three dilemmas. In the first place, there is the paradox of history within history. In one sense, polytechnics cannot be understood without looking at the process leading up to their designation. In another what they lack is that historical tradition extending over the period in which knowledge has developed and diversified which is inherent in the universities.

The second dilemma lies in the paradox of a philosophy which is a philosophy. No adjectives such as "vocational" or "practical" satisfactorily designate any philosophy sufficient to sustain an academic institution.

The third arises from the paradox of resources which are not there. In one sense the polytechnics have been the recipients and the liberators of resource. In another they are forever plucking with limited hope of fulfilment, and both generally and in individual areas the assurance is lacking that what situation

and circumstances have dictated as desirable will come to effective fruition.

When, nearly three years ago, I moved to the Polytechnic of the South Bank to take directorate responsibility for the faculty of administrative studies, I also took responsibility for a general overview of work in the short courses area.

Now "short course" does not adequately designate that key area of the work of a polytechnic which is concerned with meeting the needs of those already in employment. However, the particular case of specialist short courses has been brought into focus by the difficulties encountered in the polytechnics in mounting such courses of a commercially viable level.

We have largely lost out to those independent organizations which have done the job superbly well in every respect and charged the appropriate fee.

It has sometimes been thought that perhaps the polytechnics had an obligation to the local commu-

nity, and that it was there that their special function lay. Terence Miller has firmly expressed the view that polytechnics are not essentially local institutions. The ILCA report, *An Education Service for the Whole Community*, did not go much to exploit their potential in this area.

At the other end of the spectrum, the difficulty of negotiating remission of fees for overseas students who are receiving as part of exchange arrangements has represented a serious discouragement of overseas links.

What then can be said positively about our potential? How, even if we do no more, can we put flesh on the bones of Sir Alex Smith's check list: design, synthesis, professionalism and application; doing, creating, visualizing, designing and thinking? Not that that alone would be sufficient.

In examining what might be done, I carefully avoid developing the theme of "applied" knowledge. In the end, rootless knowledge is also rootless. If we do not care sufficiently about feeding the roots, the question which way to go will soon cease to be important.

And feeding the roots means caring enough about the basic academic inputs to ensure that natural growth in the prevailing climate is made

possible. How are we to do this? The material to complete the academic disciplines and polytechnics more fully realize their potential? Cultural and academic, but much more is possible. How are we to do this? The material to complete the academic disciplines and polytechnics more fully realize their potential? Cultural and academic, but much more is possible.

Now that we have begun to examine the possibilities in the area of continuing education, the need to find and fulfil a role free from unnecessary constraints, in conjunction with further development of our existing courses, both within and outside the polytechnic industry. At the same time, it needs to be a more active cultivation of our own resources when the polytechnic is faced with existing courses regarding a new area.

Kenneth Counter is senior lecturer, Polytechnic of the South Bank, London.



Student at Huddersfield Polytechnic. Photo: Ian Cook

Career emphasis

D. A. Kirby on Huddersfield Polytechnic's B.Sc honours degree course in geography

Students from all parts of the country have once again been attracted by the applied aspects of Huddersfield Polytechnic's B.Sc degree in geography, which is now in its second year of operation.

The department of geography has been one of the success stories of Huddersfield's expansion. Starting from only a handful of external London students, there are now about 120 new enrolments annually on the four main geography-linked degree courses operated in the department, which has progressively expanded its staff and facilities since 1970.

The B.Sc course was formulated to provide a distinctively polytechnic geography, with an emphasis upon career potential and practical training. "It's not what you know but what you can do" would be an appropriate motto for the course as a whole. Being a single-subject degree without even first year auditions, there is a greater amount of time available for the development of practical skills, including data retrieval, map-plotting and presentation.

In the second year, students begin to create their own pathways through the optional course structure, and by the third year select only three subjects, plus a supervised project. In this way it is possible to acquire a considerable depth of knowledge, while allowing for a wide exposure to different techniques of teaching and learning in the studio and the laboratory.

It would be premature to offer a verdict after only one year, but the facts so far speak for themselves. No student withdrew from the course last session, and all but one successfully progressed into the second year. As a self-standing course the class was not fragmented or overwhelmed by other students, as on multiple choice degrees. (Although there was plenty of opportunity for them to meet students reading geography in other courses.) As a result the students seemed to become socially cohesive in a remarkably short time, which helped them to work together well in both large and small groups.

Many groups, for instance, put in more than one twelve-hour day on field work. In addition, despite plenty of other attractions, in a sense social integration is not an optional extra, for the students are encouraged to see that establishing themselves and with members of staff is one of the career attributes that is worth acquiring.

Already students are interested in their future careers, and some were enthusiastic enough—or fortunate—to talk their way into vacation jobs with an eye on third year projects

and subsequent career options. It is hoped that this trend will increase and so students will be able to achieve the benefits of industrial training, without the disadvantages of an extra year's qualification.

Meanwhile at staff level, investigations are proceeding into career needs and their relationship with the curriculum and teaching methods. Perhaps we ought not to be surprised or taken aback by the fact that many of our general and geographers in particular can be expected to do, but it is important that we understand it, and that we understand it in association with teachers and employers, and with students and newly-employed graduates.

For too many geographers are now being produced for the market only in the old traditional love for the subject and the love for truth. We have perhaps too much more self-consciousness, too much more self-criticism, for our young people. However, evaluation has to be part of our stock in trade.

In the long run the success of the polytechnics will only be assured by contributing to the good.

The staff of Huddersfield are they are striving the right way between training and education, that within the next few years, the geography graduates will be well-established in satisfying

Dr D. A. Kirby is course director of the department of geography, Huddersfield Polytechnic.

What should be and what are the difference between universities and polytechnics with respect to research?

A dominant distinction

By W. B. Palmer

But are polytechnics really meant to do things like this? Such was the question from a member of a Government department, when we were negotiating a large research contract. The answer was an unqualified "yes," but that the question was asked is significant.

It is well recognized that universities should have or at least do have a dual function of teaching and research; that they should be or at least be engaged in the extension of knowledge as well as its transmission. And they are respected for their achievements.

In its statement of policy when the polytechnics were established the Government recognized that although the main responsibility of polytechnics (and isn't that also true of universities), it would be necessary to make provision for research activities.

It is one thing to state the broad necessities of Government policy, but quite another to gain an understanding of it, the reasons for it, and the practical limitations of it on the part of educationalists and the community, let alone members of another Government department.

Why should universities have this role and why should polytechnics have a similar but different one? First, higher education to degree and postgraduate level is concerned with advanced and changing knowledge or it fails in its primary purpose. There is no better stimulus for skill to keep abreast of their discipline throughout a lifetime than to be personally engaged in the extension of the discipline, or I would add, its application.

Second, that which is to be con-

veyed from teacher to student is not so much a body of facts as an approach to a field or discipline and how to think and practice within it: it cannot be conveyed unless the teacher does think and practice within his discipline and actually experiences the mental labour or agony of intellectual creation.

Third, the extension of knowledge is of value in itself, and experience suggests that creation is assisted if senior researchers have to face the reassessment and challenge of fundamental forces by contact with fresh young minds through the teaching process.

To summarize and slightly rephrase, the staff of institutions of higher education need to be active members of "real" professions—that of their specialist discipline and that of teaching. The authority of a teacher—upon his skills—depends upon his achievements and reputation in his discipline profession. This is as true of polytechnics as it is of universities. When, then, should be and what are the differences between universities and polytechnics with respect to research?

The dominant ethos of the universities is the pursuit of knowledge and in many disciplines it is only pursued in the universities and a few other places. The dominant ethos of the polytechnics is the application of knowledge and that is also the business of society.

The word "dominant" is an important limitation in this distinction because there are professional faculties within the universities, and in many cases the application of knowledge requires their pursuit. Nevertheless, the distinction is of value in considering the appropriate activity

within the discipline profession in each type of institution.

Within the universities this activity almost universally takes the form of fundamental research of a type that can lead to the accepted character of PhD theses, and publication in reputable journals. Within the polytechnic ethos the nature of activity in the discipline profession should be participation in the application of knowledge of the relevant profession which extends outside higher education.

This can take a variety of forms depending upon the discipline, such as accountancy in industry, consultancy, creative art, cooperation with industry on problems that are real but could not lead to PhD or publication in a reputable journal, and last but not necessarily least research which may lead to publications.

As an example a statistician in a university will be respected in so far as he extends and publishes on the theory and methodology of statistics; within a polytechnic the primary need is that he should practise statistics, whether or not it leads to theoretical advances, although the practice of statistics which does lead to such advances will be an additional benefit.

Turning from staff to research students, the past decade or two saw an explosion in the number of research students in the universities. One of the features of a successful teacher-student relationship is that the student tends to mould himself on the teacher and in his own mind to work towards academic research to which his undergraduate course has led.

He is attracted towards a research degree, while in some cases puts off an outward decision about his

future career, and academic departments have been keen to recruit research students to maintain the momentum of their research interests. While higher education was expanding rapidly and could readily absorb in staff a high proportion of its own graduates, the concentration was not so obvious and doubts so severe as they have become today.

The polytechnics are young and were formed at the end of this wave. It takes time to establish research schools and reputations in research. Research students are attracted and, therefore, on this count alone it is not surprising that there are on so many research students at polytechnics.

But there is a more permanent and fundamental reason. There is a conscious effort in the polytechnics to design undergraduate courses, typified by sandwich degrees, in practice practitioners in the generation of teachers. This cuts off the potential supply of research students, unless personal motivation is very strong.

There are, in fact, full-time research students but they are few and far between and will remain so: part-time registrations are much more common. That is consistent with their nature as institutions, and with the appropriate nature of professional discipline activity of staff as described above.

What progress have polytechnics made with establishing appropriate professional activity for staff? Most progress has been made in research, although with the difference that there has been an emphasis on applied research in association with industry and depending upon the direct involvement of staff rather than research students.

Without denying the intellectual effort, the easiest course is to develop research: it is the traditional activity in higher education. Where there are established means of financial support, it can be done within the walls of the institutions at one's own speed, and it does not involve complications concerning conditions of employment.

There is by no means too much of it within the polytechnics, but there is an urgent need to solve the problems concerning the participation of staff more directly within the general activities of industry and the professions. A new and higher level of such participation is necessary by meaningful secondments, part-time engagements, and other joint projects.

The problems are real on the industrial and on the polytechnic side and, therefore, there is an especial pleasure when schemes such as the Work Power Project in Lancaster are successfully maintained. Under contract with the Department of Energy Lancaster Polytechnic and an industrial firm are cooperating to support an engineering project based on the polytechnic.

The team consists of 12 full-time members, some of whom are seconded from normal duties and some especially appointed, and other members of the polytechnic participate. It is not confused or distracted from its primary engineering goals by registrations for higher degrees, but is imbued with the urgency of the task. It is the job that matters.

Dr W. B. Palmer is dean of the Faculty of engineering, Lancaster Polytechnic, Coventry.

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Buns and comforters

Virginia Makins on picture books

Thank goodness for Shirley Hughes. In the piles of whimsical, carefree books for young children that roll off the shelves, her books strike a blow for life.
Digger (Hodder £2.50) manages to be firmly rooted in the ordinary world of houses and streets and schools and everyday parents' and children's lives—and tense and exciting for young children. Ten-year-old excitement are qualities notably lacking in most books produced for infants.
Digger is the cuddly comforter of a boy called Dave. Digger gets lost, and nearly sold, at the primary school fair. The timely and unselfish intervention of Dave's school-age sister saves the day ("The Bella did something very kind..."). Shirley Hughes's pictures are, as always, careful, expressive and full of detail.
There's not much story, or tension, in Sylvia Cecney's two little Zip books—but it doesn't matter: here is another author who knows what children are like, and what they like. Little Zip's Dressing-up Book (Penguin Books £2.50) takes Zip and his long-suffering cat Podger through an intensive day's dressing-up—as fireman, bus conductor, doctor, and so on.
There's an excellent beginning which will particularly please any child at the two-factor-one-trouser-leg stage of getting dressed. Little Zip puts on his own clothes. It's all done in semi-cartoon style, and illustrated by Simon Stern (of Captain Kestrel).

Little Zip's Zoo Counting Book by the same author (also £2.50) is just as good. Counting books can be a particularly fun genre (see below), but this one is a welcome exception. It's about buns, Zip's receding and simple subtraction from 10, and for once, with a counting book, you get value for money.
Eve Rice, in very different style, also keeps close to life, and gives children stories they can relate to. *Table* (Bodley Head £1.75) tells how a boy makes his family stop using a pet name he hates. Eve Rice does nice simple drawings with funny details.
Her *What Sadie Sang* (Hodder Head £1.75) is about a toddler in a pushchair, who sings on her walk. It is a attractively life-like for mothers, and young children with



Jan Pienkowski's Puss

mother matter—his (Fatigue) Manny Channy to go down as well as to fend children into the word play they most enjoy. Simpson's pictures for his newest version (World's £2.50) are original and fun.
But it is sad that, for all the success of this genre, the production of young children's books, the results are often unsatisfactory. Luckily, the always old favourites to fall in.

Stranger than fact

Geoff Fox on adventure stories

The *Mid Lizard*, by Marc Alexander. Muller £3.50, 0 584 62051 1.
The Last Dawn, by Paul Berna. Gollancz £3.50, 0 207 9707 X.
The Awakening Water, by G. R. Kesteven. Chilton and Windy £3.25, 0 7011 2229 1.

"I had a bit of trouble with a publisher on the way but luckily it was a small one." The Professor laughed a little as he said that. They do still write them like that, and *The Mid Lizard* is one of them. Sitting on a sheep station in New Zealand, we heard through strange legends of the two mountains, under the Antarctic ice, far, far away in time, and space, and end up at home in Harrow, missing the white with a black monster, and away—without giving too much away—people from the future.
Perhaps feeling this to be a little bit far for 150 pages, the publisher of the book "contains a powerful warning of future disaster." The reviewer of the distinguished version (World's £2.50) are original and fun.
But it is sad that, for all the success of this genre, the production of young children's books, the results are often unsatisfactory. Luckily, the always old favourites to fall in.

In black and white

Naomi Mitchison

There are two very different books which run strangely parallel. In both the top dog whites treat an inferior race with contempt and cruelty; but the responses are totally different. *Roll of Thunder Hear My Cry*, by Mildred Taylor, is a novel about a black family in the Mississippi Delta. The difference is that Kesteven's *The Awakening Water* is a novel about a white family in the same region. The difference is that Kesteven's *The Awakening Water* is a novel about a white family in the same region. The difference is that Kesteven's *The Awakening Water* is a novel about a white family in the same region.

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Comic horrors

Myra Barrs on junior adventure

It's too frightening for Mel Winton and drawn by Shirley Hughes. Hodder and Stoughton £1.95. 340 21656 5.
Follow that Bus! By Pat Hutchins. Illustrated by Laurence Hutchins. Bodley Head £2.75. 370 30055 6.
Jeremiah in the Dark Woods. By Janet and Allan Ahlberg. Kestrel Books £2.75. 726 537 3.

All of these books have stories that are chock-full of incident; there is plenty going on. But adventure books most make us want to know what happens next, and keeping up a certain level of action is not always enough to ensure that something is actually felt to be happening. *Trolope's rule*—that a writer beginning a novel should be doing so because he has a story to tell, is as good a test for children's fiction as it is for adults'. No amount of incident can conceal a writer slumping through a routine plot.
Aimed squarely at the junior school age group, each of the three books is in some sense a branching out of them are by author group than that of which their best-known work has been done. While the third is an excursion into completely new fictional territory by a husband and wife author and illustrator. As well as being action-packed, these are picture-packed.

Shirley Hughes's *Too Frightening for Mel* begins with a touch of the Gothic horrors. What is the secret of Hardlock House; what are the wallings that Jim and Arthur who is the face at the window? All these troubling questions are soon resolved in a down-to-earth fashion: the two boys make friends with Mary and make friends, takers at Hardlock House, and in the second part of the book, the unmask the fake Captain Grim as the owner of the house. As a picture book for children this production. Designed to help the whole, to interrupt it. They are meant to have a key function, and to help build up the atmosphere. By Shirley Hughes's very detailed and naturalistic style of drawing does not altogether fit the loopy balloons in some of the pictures seem positively out of place, while the placing of the pictures often gets through the text.

Follow that *Bus!* is dedicated to the members of a real class in a star in this comic-horror adventure story. The school, but gets involved in a crash with the bus, and then in a chase after the bus. The bus has a comical, absent-minded school teacher, a half-witted village policeman, a bear, a fox, and a resourceful Class 6. It is all fairly undemanding, fast-moving, uncluttered stuff, well illustrated with lively pen and ink cartoons by Laurence Hutchins. Janet and Allan Ahlberg follow

their comic-style adventures of Brick Street Boys with a touch of the Gothic horrors. What is the secret of Hardlock House; what are the wallings that Jim and Arthur who is the face at the window? All these troubling questions are soon resolved in a down-to-earth fashion: the two boys make friends with Mary and make friends, takers at Hardlock House, and in the second part of the book, the unmask the fake Captain Grim as the owner of the house. As a picture book for children this production. Designed to help the whole, to interrupt it. They are meant to have a key function, and to help build up the atmosphere. By Shirley Hughes's very detailed and naturalistic style of drawing does not altogether fit the loopy balloons in some of the pictures seem positively out of place, while the placing of the pictures often gets through the text.

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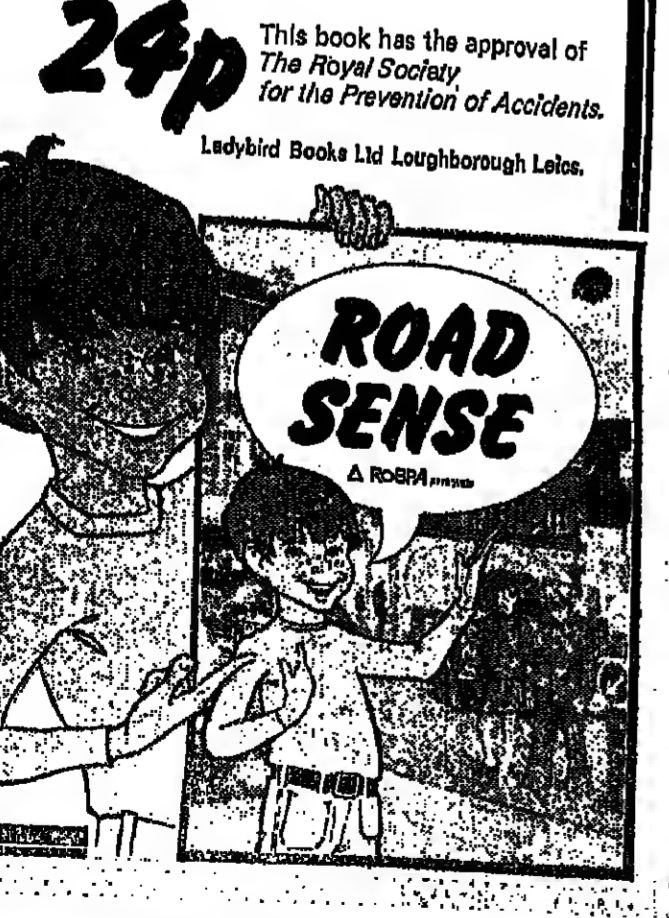
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Autumn reading from Oxford



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by Brian Wildsmith
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Oxford University Press

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No laughing matter

Audrey Laski on fiction for young adults

I Am the Cheese. By Hubert Corbin. Collins £1.20, 575 02373 4.
Year King. By Penelope Farmer. Chilton and Windsor £1.30, 7011 2211 5.
A Candle for Saint Antony. By Eleanor Spence. Oxford University Press £2.95, 19 271415 5.
The Hefflot. By Joan Lingard. Hamish Hamilton £3.25, 241 89753 X.

So few romances are now made to the adolescent reader that I keep wondering why novels should be specially written for such readers at all, only a handful of novels differentiate these painful and difficult narratives from straight adult novels, and there seems an awful supposition that adolescents are interested only in their own age group.

Until recently one mark of the novel for young adults that distinguished it from some adult novels was that the narrative made sense straight forward. Alan Garner was probably the pioneer in breaking this barrier; now I Am the Cheese, as if it were a non-person present tense account of an alarming cycle of events across New England with a series of tape-recorded interviews between a boy, whom one may assume is the same as the cyclist, and someone who may be a psychiatrist; sometimes the boy's memories, in the third person, interrupt this colloquy.

Through this complex, and indeed irritating, pattern of narration, a grim story of fear, repression and

betrayal establishes itself; the engaging, in which one is almost simultaneously confronted with the oxen of the boy's insanity and the deadly truth at its root, is entirely bleak; another way in which this novel makes one conscious to read sensitively. What merits are about this book, which admittedly grips intensely more one has come to terms with its manner, is that it disturbs possibly do real harm to a disturbed adolescent, since it communicates all too effectively the paranoid fear that a psychiatric practitioner may be an enemy—and then shows that it is true.

The intense and explicit sexuality of Penelope Farmer's Year King is unlikely to do any harm to its readers, though it may well startle some parents. The novel surpasses more directly than I Am the Cheese, but still requires considerable alertness from the reader, since its hero, who keeps finding his mind trapped in the body of his early loved one, Lev. Moreover, there are hints, as in the title, of mythic overtones to face even and contemporary relevance, and I am far from sure that I have traced all the threads.

The two brothers, having both failed in their attempts at psychic murder, resolve their antagonism in a visit to the underworld. The Somerset earth is mother and mistress; images of rock and water, the elements, periodically recur. But the traditional hobby horse were obscure in the novel, it was missing things; and in the end, the very density of referential and suggestive content, as the officially mad, the mad, is well and wondrously realized, but not much mythic weight is put on a relationship

Born free

Fred Uquhart on animal stories

Boxes Three. By Molly and John Kirkell.
Andre Deutsch £2.95, 211 91405 5.
The Madgers of Summercombe. By Ewan Clarkson.
Hutchinson £3.95, 09 12492 9.

What would be your reaction if a pupil, after tea, said "I had to help Mum rescue Mrs Nirkinson from a swan, sir", or "Mum and I had to chase a fox up the laurel hedge, sir".

John Burkett's headmaster knew these excuses were valid. He knew that John's Mum, Molly, and his Dad ran the Wildlife Rehabilitation Centre in Lincolnshire.

When John and his sister were younger, three abandoned fox cubs were brought to the Centre. They resembled small mongrel puppies, totally unlike the magnificent sly fox John had often dreamt of re-

turning. However, after the first disappointment, he grew to love the cubs, and with the family's banisters spun acting as "mother", the Burketts reared the cubs and learned in the process a great many hard facts about the vulpine breed.

The cubs grew into lively bundles of mischief, especially Jenny, the smallest. The others were given away, but she was raised to maturity, turning into an affectionate creature, fond of back-work toys and jokes. This huge dog became rather a habit, though, when at last she was set free and returned to the wild.

"If you hear of a fox that climbs a tree and catches the lion up by beneath her on Trosilags and Feildys you can be sure that it is Jenny. As Mum said, she had enough practice climbing about the lunch cupboard when she was young."

This very sensible book is clear, concise and knowledgeable and illustrations by Julie Stiles are as charming as the three cubs.

While Boxes Three contains what is irrelevant to the madgers of Summercombe, there is a lot of sense in the descriptions of the cubs; they may have younger teeth in this respect, but they are benefited by brack eating; in other hand, many of Mrs Kirkell's sidebars are highly amusing and informative.

"The course of the fox is the course of the fox, which, if not kept down by its own habits, would multiply to a point where it would be a nuisance."

Although rarely seen, foxes have been inhabitants of the British Isles since before the Ice Age. David Murray's pleasing and white illustrations strike just the right note.

Drear new hero

Geoff Fox

Fungus the Bogeyman. By Raymond Briggs.
Hamish Hamilton £2.75, 241 89553 7.
Willy the Kid. By Leo Baxendale.
Gerard Duckworth £1.01, 7156 1201 7.

Fungus the Bogeyman may well turn out to be the most controversial picture book of the year, but not because the White Rabbit may beat a few drums about the preoccupation with ooze, ordure, stanches, boils, umbilical cords, apple apples and other matter so dubious as to be censored off the page.

Raymond Briggs' Father Christmas books had explorative pictures, a crisply witty text and a cheery vulgarly which invited the young reader to enjoy very funny and very clear stories, and some grown-ups were short smiles, punctuated by one story of Fungus the Bogeyman is little more than a throw-up to the

the whole bogey community, rellish and sweets; a gentle, attractive folk, and others, would multiply to a point where it would be a nuisance."

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Story and teller

Edward Blisken on Roald Dahl

The Wonderful Story of Henry Sugar and Six More
by Roald Dahl
Corgi £3.50, 224 01547 8.

If I were teaching now, I'd be glad of Roald Dahl's new book as a primary resource in a course of short story writing. It sort of from Mr Dahl's best work. He is not just someone whose tales hang about in the air, being fond of his own quirk of narrative; he is also a man who writes with an aggressive, about the act of writing itself. He steps out of the shadows twice in this new collection of a busy man (but it's much more of a busy man) in his own person. It reminds one of the almost abandoned tradition of short story writing in which the story-teller was given to candid, or can-

Pearls

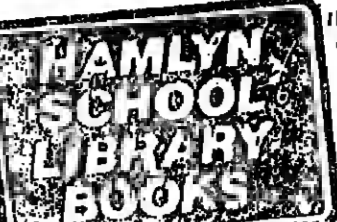
The Igumn's Tail. By Philip Sherlock. Deutsch £2.25.
Pictures in the Cave. By George Mackay Brown. Chatto and Windus £3.25.
The Shadow-Cage. By Philippa Pearce. Kestrel £2.75.

The Igumn's Tail is a mixture of the Just-So Stories and The Curious Incident. An assorted group of Caribbean animals sets out to search for water one dry summer and each tells a story of the way. Two might be renamed "How the Tortoise got his Shell" and "How the Tortoise got his Shell". Some of the stories are common to many cultures, like that of the Donkey who races the Tiger and loses because he does not realize there is a different member of Tiger's family at every milestone. Each story is threaded in the next by the connecting saga of little Igumn and her fear of the Tiger who travels ever closer to her on the journey. But Tiger is routed, in accordance with the tradition which tells that Shere Khan, a traditional Indian tiger, is the fiercest creature under a crescent moon. Philippa Pearce tells the stories simply and comfortably.

Philippa Pearce's new collection of short stories, The Shadow-Cage, takes us a different task. The stories are genuinely frightening, interesting nice safe familiar things like grandmothers and vegetables with the unspeakable. But because she writes them for children, she talks each one down with the slaylight again, not leaving it on a sinister peak. There is one exception. The Running Companion, which she writes to a younger audience, Mr Atkinson—the name is significant—orders his hunter and is pursued by a nameless fury of his own. And (deliciously standard) he is caught! But in all the nightmare in time and has the bad dream interpreted for us.

Some of the revenants are very moral, like the late vegetable-grower who frightens his successor away from wasted hours in front of the garden. Others, as in the tale story, are more malicious, and as a fine collection, with an assured M. R. Jamesian touch, and in Janet Archer Kestrel have found an illustration with a rare talent for subtle, frightening pictures. It's a book of the past are in the found in George Mackay Brown's Pictures in the Cave. He has used the cave in the Bay of Seals to link stories from before the Viking invasions to some of the present when "geologists had discovered some valuable unspecified mineral in the north-west corner of the island. . . . Now there was an urgent need for the national prosperity, or even survival—to exploit this treasure". One need not look far afield for some of Mr Mackay Brown's inspiration. One of the stories is called "The Spider". Robert the Bruce's spider plan wins in the cave in the cave teaches him his lesson in the cave—but for the most part the tradition is in the telling. George Mackay Brown is a master of language; scavenge anywhere among the sea-litter of these stories and you light upon treasures. Signs are for school and dreading the "poetry-torture" puts on desolation with his shirt and trousers. A pearl found in an oyster by another island boy is a "little heavy in the future moon". But it is the legends and the island one remembers, gossips and dreamers, fishers and farmers, the inhospitable earth and the too-welcoming sea.

Mary Hoffman



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Packaged knowledge

Marion Glendonbury on encyclopedias

Beard and Russell need not say that the decline of the "big beautiful Encyclopaedia Britannica" friends could tell from his conversation which volume he had reached. At breakfast he would talk about the Himalayas and at lunch time about the Hippocratic Oath.

In a recent correspondence duel between theatre critics, *The Observer's* man accused his *Guardian* colleague of reading encyclopedias, adding, below the belt: "No harm We all use it."

These remarks illustrate the uncertain status of encyclopedias in the life of the mind. Intended to be sublime, do they now verge on the ridiculous? Pondered two centuries ago by the Society of Gentlemen, their reputation seems to have still deteriorated to be regarded by selection on commission from door to door.

The early French encyclopedists sought to give a rational explanation of the universe which challenged the claim of the Church to have cornered the truth—a revolutionary move which got publication prohibited on two occasions. Subsequent British attempts to encompass the arts and sciences, and later history and biography, seem to have been prompted by a quasi-democratic impulse. To set down what is known from A to Z, and make it accessible to anyone who can read, marks a departure from the sovereignty of official savants, whose prerogative had been to embody learning and to impress the laity.

I am the Master of this College. What I don't know isn't Knowledge.

The conviction that knowledge is, or could be, power was shared equally by members of the aspiring class and those who viewed the spread of literacy with misgivings. In the Romantics, didactic books for the young were engines that crushed imagination and fettered

This sort of nutritious fare can be had from the *World of Dinosaurs* (Ward Lock £3.95). Both imaginative and scientifically illustrated, this is a welcome addition to our shelves.

When you come to the end of your Wonderful Land and have discovered all its secrets—which will not be until you have got to grips with it—you will be ready to take your place among the men and things in the world.

(Pollock had recently visited his assistant editor, Bill Blyton, whose nature notes, while not conventionally informative about the birds and the bees, are distinctly anthropomorphic. In the same, the queen's lazy husband... leads his through life but says in the end by being turned out to freeze or starve at the end of the summer.)

Encyclopedias apparently won acceptance as mental vitamins, which, if taken regularly would guarantee moral and intellectual health. As recently as 1966, the Caxton New World Library promised purchasers that their offspring would "repay you by growing up to be a pure and refined child who will be the delight of all." This is a promise which is hard to suppose a gullible and trusting reader would wish to trust in the Word matches their lack of familiarity with it. Encyclopedias have earned in esteem from their own popular success. They offer purposeful cultural packages, not only big encyclopedias are notational included, along with the Bible and Plutarch's guests on the Desert Island, does the discriminating reader actually want them?

In considering the myriads of average users, the editors of the Oxford Junior Encyclopaedia fear the worst:

"They are not very good at connecting things outside their own experience, their capacity for grasping ideas is limited. They do not turn to books for their own sake. But they can be trained to do so, to books for information which they want for some particular purpose."

The unmistakable implication that the booklovers of Oxford University are slumming among ignorant youngsters from 1948, but was reprinted in 1970 when sales had been boosted by enthusiasm for project methods.

Novelists, however, report that according to the teacher and flows teachers sanction and the homework they prescribe. Dinosaurs, class sport remain prominently in season, while fiction is in demand only in the holidays. Educators seek to harness the power of the children to their hobbies by allowing them to research the subject of their choice. This Eureka principle is sceptically examined by Jan Morris in her novel *Thunder and Lightning*:

"Why don't you do your project on coroplines?" asked Andrew.

"Why do horrible fish when you could do coroplines? You don't even go fishing."

"If I started doing that for school I wouldn't be interested in them any more. I don't care about fish so I don't mind doing them."

"Why wouldn't you be interested in them at school? I thought the whole point of projects was to do something you liked."

"At yes," said Victor. "But it would be having to like coroplines instead of just liking them. Every time a Harrier went over I wouldn't be thinking, there goes a Harrier, I'd think there goes my project. Then I wouldn't want to look at it."

Victor could hardly have refused the offer from the Children's Britannica's massive coverage of A to Z. Most editors now organize their material according to themes, rather than alphabetically. Librarians find that precious traditional encyclopedias must be kept under such close guard that they become virtually "dead" stocks, hence the predilection of publishers for better books that cost less than £5.00.

All these books have abandoned the dignified leathers, for brighter jazzy bindings that demand attention. You know the sort of thing—Tutankhamun balanced on



An illustration from Michael Tweedie's 'The World of Dinosaurs' (Ward Lock £3.95). Both imaginative and scientifically illustrated, this is a welcome addition to our shelves.

Staff of life

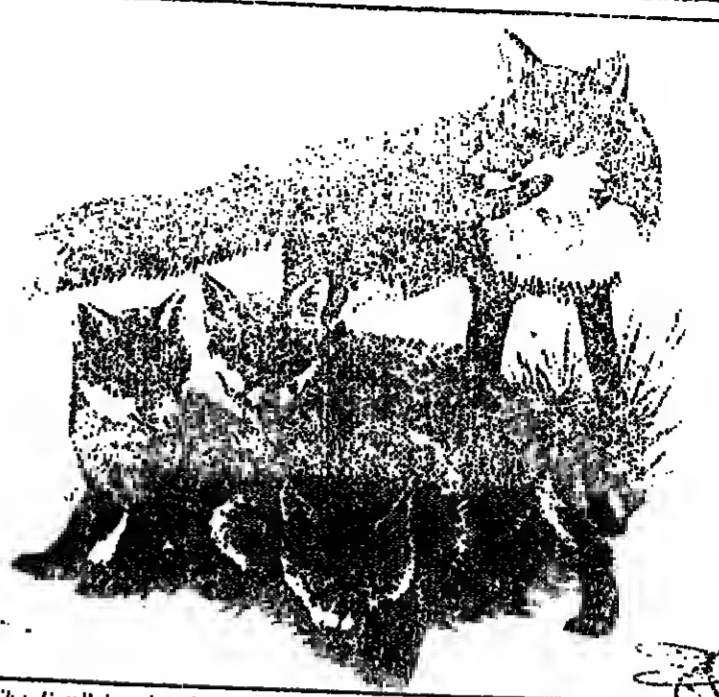
Andrey Laski

Your book of Breadmaking. By Cecilia H. Hinde. Faber £2.20. 71 10x4 1/2.

The Blessings of Bread. By Adrian Bailey. Paddington Press £3.95. 48 22x6 1/4.

The patiently queuing witnesses during the recent bakers' industrial action emphasized the importance bread has for most people. Any sensible 12-year-old should be able to give her (or indeed his) family a sense of security in the future with the help of *Your Book of Breadmaking*, in which clear, carefully numbered instructions break down the rather long process into manageable steps. My only problem is in finding a warm place to encourage the yeast in a modern house before the central heating has come on. Because of this, I was glad to find three sets of recipes not requiring yeast.

One of my grannies, about *The Blessings of Bread* (a handsome



'The Fox' by Angela Sheehan, with illustrations by Bernard Robinson (Ancus and Robertson £1.80) is both a natural history book and a story of a fox's life, but is nevertheless an attractive way of learning basic facts. 'The House' is also new in the Eye-View Library.

Look out!

On Location Series. No 15. Industry. By Warren Parrinworth. No 16. Airports. By Frederick Wilkinson. Mills and Boon £1.50 each.

In any series of information books, the quality tends to be so variable that each volume must be individually checked. The *On Location* series, which aims "to take a feature of our environment and really look at it", is no exception. In these two new titles not only the highly commended. Suggestions for follow-up research and "things to do" are imaginative.

Industry is the better of the two because it contains a great deal of detailed and less commonly known information. It is a small masterpiece of industrial archaeology and includes excellent photographs and diagrams and photographs are clearly integrated with the text. Captions are in italics, so there is no chance of confusing them with the main narrative. Each book includes a booklist and a list of museums.

Industry has a valuable section on industrial sites to visit; it is emphasized that industrial buildings are an important heritage which we must preserve and which are urged to become involved with local societies.

Cecilia Gordon

Child's eye view

Barbara Smith

A Closer Look Books.

A closer look at... Ancient Egypt. Eskimos. Horses. Prehistoric Reptiles. Butterflies and Moths. Early China. Plains Indians. Plant Life. Lamb Hamlets £1.75 each.

A Closer Look books are examples of the relatively new genre of "project" books, which fragment a topic into "chapters" extending over one opening only. These particular titles are all valuable additions to the secondary school library.

They are written by, or with the assistance of, experts who manage to pack a considerable amount of information into 30 pages, and they have obviously been planned and executed with care. The *Plains Indians* and *Eskimos* describe the life-styles of their subjects, before these were destroyed by the "civilizing" effects of Western man. *Ancient Egypt* and *Early China* attempt to cover the spectrum of life and the span of history in their respective periods. *Butterflies and Moths* is competent natural history, while *Horses* concentrates firmly on the animal—marringales get out a monition!

Only the latter four books have indexes; obviously a previous firm in the series is laudably being re-fied.

Plant Life is perhaps the least

Sensational

Pam Michell

Things Hard and Soft. Things Up and Down. By Henry Pluckrose. Franklin Watts £1.25 each.

Things to Smell. Things in Taste. By Henry Pluckrose. Franklin Watts £1.45 each.

Henry Pluckrose has produced a novel series which encourages young children to consider and discuss their sensations and perceptions. The attractive photographs on each page provide valuable support in the text which is largely in the form of questions. The books would be most effectively used by a teacher with a small infant discussion group; they are not designed for individual reading.

Things Hard and Soft is the most successful, examining the mutual relationship of hard and soft materials. Smells and tastes, though well explored, are treated more descriptively, so that the text is somewhat repetitive and less thought-provoking.

Pet points

Henna Wallington

Althou's Pet Series. Dogs. Gerbils. Guinea-Pigs. Rabbits. By Rosemary Cross. Paddington Publications, 35p each. Furry Pets of your own. By Rosemary Cross. Paddington Publications, 40p.

These four Dinosaur publications are delightfully produced and illustrated and provide a sound guide to animal care. The first page on each page provide valuable support in the text which is largely in the form of questions. The books would be most effectively used by a teacher with a small infant discussion group; they are not designed for individual reading.

Things Hard and Soft is the most successful, examining the mutual relationship of hard and soft materials. Smells and tastes, though well explored, are treated more descriptively, so that the text is somewhat repetitive and less thought-provoking.



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Evans Montague House, Russell Square, London WC1B 5BX

Dawn of time
 Shirley Toulson on historical novels

The Temple of the Sun. By Myra Caldecott. Rex Collings £1.95. 800 36018 2.
 Sun Horse, Moon Horse. By Rosemary Sutcliffe. The Bodley Head £2.75. 370 30048 3.
 East of Midnight. By Tomislav Macaulan £3.50. 133 23069 8.
 The Windswept City. By Henry Treace. Heinemann £1.95. 241 89072 X.

As more and more intricate methods of dating archaeological finds continue to push human history back by thousands of years, and as our understanding of the extreme complexity of non-literate civilisations grows, writers of historical fiction begin to find themselves in the same relation to the academic historians and archaeologists, as science fiction writers do to physicists and astronomers. Facts are providing increasingly rich substances for imaginative fantasy to work upon.

Myra Caldecott, in her trilogy based on the rituals that might once have taken place at Avebury, Stonehenge and the mysterious Silbury Hill in the centuries before the written histories that historians and anthropologists have opened up for her, The Temple of the Sun is the second book of the three, and although it is closely linked with the first, The Tilt Stones, it can stand on its own.

She uses the substance of legends, the ancient symbolism of religion and folklore, and a firm belief in the actual, vital energies of the earth to weave an adventure story of the battle between good and evil that combines an unconscious mental mysticism with a compassionate understanding of human relations; and which instinctively provides an exposition of the links between sacred rites and depth psychology. It is a book that can be appreciated at many levels.

Both traditional anthropology and the work that has recently been done to probe the astounding astronomical knowledge of stone-age man, gives an authenticity to Mrs Caldecott's world, which is aided by a beautiful prehistoric of men and women, who recognize the importance of meditative silence and who value the interpretations of dreams, a quintessential rhythm of such things as the current consensus of the time; and although it hints at the slavery use ancestors must have endured at the hands of the Celts and the Saxons, the story is set in a magical, supernatural world of wizardry and fabulous beings.

It is a compelling tale, based on a highly original use of the dog-gifter theme, but there is something mechanical about it. The magic runs by clockwork, making up and leaving his cave at the start of spring. Myra Caldecott, in her story, is less concerned with the ritual than with the mythological of the conflict based on a nineteenth-century archaeological discovery on the site. The Trojan horse is rationalized into more likely engine of war, decorated with horse skulls. The story, as a tale, is strong, the real horse which Astoria, a slave boy, rode for himself through his courage and loyalty to his friends. It is a good workable text (first published 11 years ago) - I welcome this new edition of it.

Battles and beasts
 Mary Hoffman

The Greek Avades. By Peter Connolly. Macdonald Educational £2.95 356 05580 9.

Fabulous Beasts. By Richard Rylance. Macdonald Educational £2.95 356 05516 9.

Peter Connolly hurles you headlong into an interest in Greek warfare, whether you started with one or not. His minutiae details are beguiling; there is a family tree of heroes, for example, and painstaking explanations of such precise matters as the formation of a Macedonian phalanx. And who could resist a section entitled "Catapults, Males, Rumps and Mines"? The text is gleefully accompanied by the author's own illustrations, often copied from reliefs and wall-paintings. Although Homeric warriors are encased in bronze hinged plates, sixth century hoplites sport only linen cuirasses and Alexander rides into battle as bare-legged as his horse.

The top quarter of each page carries an account of a battle, historical or legendary. This works best well for the early sections where the story of the illud is crammed into a few lines above distractingly exciting descriptions of shields and warships. If the glossary sometimes seems a little tedious - "Lionar B: name given to Minoan writing" - the text is satisfyingly full.

This is more than can be said for *Fabulous Beasts*, which is a hazy patch of stories, snippets and summaries. With two editors, a "reader's consultant" and someone else to compile the "animal facts", Richard Rylance cannot have had much left to do. But the stories are curiously fine; Oedipus and the Sphinx, the Lambton Worm and the Sigurd and Fafnir all come out in much the same featureless prose. Heavily illustrated try to ginger up the text but the book remains flavourless.



The Poada in Michael Foreman's "Poada's Puzzle and His Voyage of Discovery" travels across the world in four volumes. Each is a story of a black cat or a black bear with white bits. Mr Foreman's beautiful illustrations are as delicate as the story in which they exist. China, Egypt and the United States in his search. (Flemish Hamilton £2.95)

Shedding light
 Long Ago Children's Books. The Spaniards on Camling. By Ruth Manning-Sanders. The Smallest Men in England. By Julia Dabson. The Peace Players. By Kenneth McLellan. Heinemann £1.90 each.

Fanny's Sister. By Felouque Lively. Crossing to Salems. By Jill Foster Walsh. A Greenville Goes to Sea. By Weston Birtton. The Virgin and the Angel. By Ruth Mareis. Heinemann £2.10 each.

The imaginative presentation of a story's setting, in the suggestion of a mood, the hint of a feeling, than by the glare of full, sharp focus. This is why historical novels, although they often incise criticism from historians, can have a role to play in the process of learning.

This is the achievement of the "Long Ago Children's Books". These new titles (*The Spaniards on Camling* in fact) besides standing up to the test, and, besides standing up to the test of their own right, are very well used as a supplementary middle school level as a supplement to mainstream history books. Inevitably, on a small scale, one in that mould. Each is a story of less than 50 pages, woven around a child hero or heroine in historical settings which range from Classical Athens to Victorian England. Some of the children are based on real people in history, most are not. Either way the simple formula proves successful, perhaps most of all in the charm and delicacy with which the atmosphere of the age is suggested.

Light streams through the Renaissance windows in the *Virgin and the Angel*; the story is imbued with the clear, bright colour of sixteenth century Flemish art. The *Peace Players*, about a boy who acts for Aristophanes, the alternative silliness and hubbub of the Theatre of Dinosos and the trouble of the revolutionaries of war in Greece. The *Smallest Men in England* tells of a dwarf based in a plot for Queen Henrietta Maria. He later heroically saved the King. Standart for Charles I in one of the battles of the Civil War. *Virgin and the Angel* is set in the time of the British Navy during the Revolutionary War. A dwarf direct a short at illumination in the past, and, besides standing up to the test, and, besides standing up to the test of their own right, are very well used as a supplementary middle school level as a supplement to mainstream history books.

Slap and tickle
 Peter Fanning on picture books

Like more than a beating drum, the days when the Lady and the Prince fell stowawayward in a tree in a non-sensuous way and in a dash of oil on a milk-white steed to live happily ever after. Nowadays Princes prefer to stay frogs - and even the Bears have long-gone. The Bear Who Wanted to Stay a Bear by Muller and Steiner (Hutchinson £2.95) will have progressive parents smothering to buy this gloomy brand of ecological fad. The old brown bear wakes up one morning to find his forest transformed into a mammoth factory. He is no longer just a bear. He is just a lazy worker. It is all very creepy and nightmare.

If you want bad dreams, take a look at the bear shaving himself in front of a mirror. But there are some fine pictures too - like the photographic sequence of the bear making up and leaving his cave at the start of spring. Myra Caldecott, in her story, is less concerned with the ritual than with the mythological of the conflict based on a nineteenth-century archaeological discovery on the site. The Trojan horse is rationalized into more likely engine of war, decorated with horse skulls. The story, as a tale, is strong, the real horse which Astoria, a slave boy, rode for himself through his courage and loyalty to his friends. It is a good workable text (first published 11 years ago) - I welcome this new edition of it.

Dramas past and present
 Edward Blishen on collections of stories

Stories for children chosen by parents for reading aloud. Edited by Anne Wood. Hodder and Stoughton £2.95. 341 2138 8. £1.50. 340 22117 2.

The Nacl Street Weekend Story Book: an anthology. Dent £3.50. 460 06764 4.

Trapped by the Tide and other stories. By Vera Cumberlege. Deutsch £2.95. 233 9899 7.

Naught the Storyteller and Horse, and other stories. By Isaac Bashevis Singer. Oxford University Press £3.25. 19 271413 9.

As I grow older I have a feeling of increasing obtuseness; and one wonderfulness of mine is that I do not understand why the short story is not the most popular of all literary forms. It is an only related to one commonest sport of attention: it is also what we are up to. It is, to be precise, what more of us than ever are growing up on, thanks to the Federation of Children's Book Groups and its commitment to the idea of parents reading aloud.

Stories for children is an anthology compiled by about 100 parents from all over the country who have tested story after story, and chosen the most riveting. The audience is thought of as the whole family, which makes good sense; none of the best experience of being read to comes, surely, from indifference to what we bleakly call age ranges. There is a strong accent on comedy. I reminds me of something Basil Dahl says in his new collection: that a sense of humor "is not essential when writing for children, but for children, it's vital". That is a mark, on, of Noel Street's anthology - very good value. I could not give you a reference for a child's bookshelf, at home or at school, that did not include as many good miscellaneous of this kind as possible.

It is always more of a risk to invest in the short stories of a single writer. One might not get one's money's worth, but if it is the true recall of detail that marks the great practitioner. The inventor of one story remembers a childhood friend-hip: "I could talk while we walked, but when Peivel wanted to say something, he had to stop." All

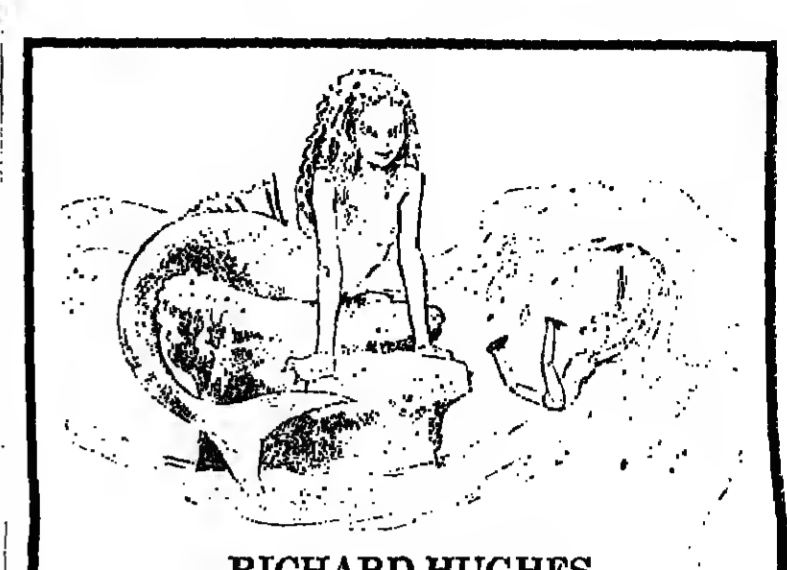
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Finding flavour
 Virginia Makins on modern fairy stories

It seems astonishingly difficult to translate old themes for children's books - fables, fairy tales, morals - into a modern idiom that works. The ingredients are there all right - but often the recipes turn out pretty tasteless.

So it's good to come across a fresh and fashionably sinister little tale like "A BIRD" by Soldi Steink, by Corald Rose (Faber £2.50). Steink discovers an indestructible egg-in-turn Hippopotamus, Lion, Chimney the rest left to crack it. Finally it hatches - and they flee as a baby crocodile comes on grinning. It has bright, and is an excellent book to read to children on the brink of reading by themselves.

Quite different in style, but commendable in its powerful pictures and economical use of words is John Brown, Rose and the Midnight Cat, story by Jenny Wagner, pictures by Roni Branks (Kestrel Books £2.95). This one is a modern morality tale. John Brown, a large shaggy dog, dog like drawings are lovely, limited to the restrained colours and full of crisscrossing and line detail) looks after Rose, a cosy mid lady with long hair. John Brown does his best to find a way to save her. Patricia Combs manages to give a subtly up-to-date flavour to her stories about Dorrie, a little piglet who is a mother does traditional crocodile style could have carried much more detail. But the story is told with a nice modern sex role-reversal. When marital discord breaks out between the king and queen, it is the king who learns to bake gingerbread. And it is nicely written.



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Sea scapes

Ralph Lavender

Drowned Annet. By Diana Wynne Jones. Macmillan £3.45. 311 22620 R.
The Watch House. By Robert Westall. Macmillan £3.50. 131 21217 2.

According to Robert Westall, people are "ghosts plus". Or, to put it another way, ghosts are people minus. Stories, of course, do not work like equations. The could say that both of these books are about the sea, that one has a heroine and is more likely to appeal to boys, and that the other has it here and is more likely to appeal to girls. But there are mathematical differences and similarities.

The *Watch House*, set in the Robert Westall country of *The Machine Gunners*, concerns Anne, who has been dumped like a lost parcel in Pradie, her mother's old home, during a family break-up. She becomes interested in the Watch House where the Carinthian Volunteer Life Brigade was founded and does its training, and plays billiards, and where there is a museum. The past begins to catch up with the present when Anne goes to dust the display cases there, and through her net is drawn a ghostly figure in work towards their final enemy against each other. She is searching for a solution to her own problems, and because she is able to feel the ghost seriously she is visible force in the end and is exercised under the putting green and the other finds quietude.

It is a fast-moving, action-packed story written in a taut style; the dialogue is sharply observed and makes the necessary generalizations towards a little bit of sex, a little bit of violence and a bit more of the mental there are several hypnotic trances. Arthur, Pradie's brother, is quite an old salt, and there is a financial crisis isn't there... some bugger's bugging around with the pound. Aah! bugging around with him if Aah could find out who it was. And the trouble is that too many of the characters look and sound like caricatures: there are two fathers, one Catholic and the other C of E, who are like a religious Morecombe and Wise show; there is Timmo and Pat, a Professor Brain-staw and his young assistant; Anne's parents, her mother spunky and flighty, her father big, golden hearted; and even a shaggy dog and a Galliwag pony, who perform their expected roles in the story.

Anne is the only character who is not caricatured; and, curiously enough, she is the least well-known of all.

There seems to be a lack of respect between the author and his characters, and because the story does not evolve from the interplay of relationships between them, it has to do all the work on its own. In fact, the story is made to do too much work. After the exorcism, the Catholic father is seen trying to invest it with a deeper inner meaning. But too many of the characters and too many of the incidents and too many of the incidents are too much for the reader to be able to hear such a meaning.

The second book takes place in the north of Dalemark as the author's mother *Chriss* and *Christopher*, where the southern earth is forever bickering while the north is united and the Holly Isles are in between. It cannot be said that this is a powerfully imagined country.

Beyond the walls of paradise

Geoff Fox

Taplin Redstars
The Gate of Eden. Return to the Gate by William Corlett
For the Love of Lisa
By Max Lidgren

The Dangling Kind Parts I and II
By Alison Pease

Macmillan Educational. 50p each.

An analogy between Adolescence and Eden is not immediately persuasive. Yet, with such crucial of the apple, more and more alternatives must have occurred in Adam, just as some teenagers ingeniously wonder, "What would it be like if...?"


William Corlett's *The Gate of Eden* and *Return to the Gate* are about growing up and growing old, and provoke many more questions and answers than most of our classic young adult books. The limitations of the narrator's viewpoint (he is in close to death in the first book and close to death in the second) suggest that we judge him as well as share with him. In *The Gate of Eden*, he edges closer to understanding the elderly Tam Falconer; in *Return to the Gate*, he edges closer to understanding the elderly Tam Falconer; in *Return to the Gate*, he edges closer to understanding the elderly Tam Falconer; in *Return to the Gate*, he edges closer to understanding the elderly Tam Falconer.

They are the most welcome of the latest Redstars, intended for those ready for more demanding reading than the regular Tapliners. By comparison *For the Love of Lisa* is disappointing in that it seems likely to confirm the self-absorption of the adolescent rather than to beckon him beyond the walls of his dream paradise. The book does very well but it is widely read for gratification, not for the sake of the story. *The Dangling Kind* is a more subtle and extending than *Redstars*. The problem is that it is told by Lisa—a teenage mum left with baby whilst young husband sorts out the Meaning of Things—who seems "romances". A pondorous trial, for this is a girl's story in a boy's world. As Lisa says: "Silly, all of it, Cray."

Alison Pease's *The Dangling Kind* is far more substantial. The story concentrates on the lives and loves of Bobbie and Fanny, friends and pupils at a selective girls' school. The novel will be very popular with mid-adolescent girls. Prediction intended as a seat of confidence, so much as a safe bet and should be carefully perused by those readers of the pleasures of a lengthy novel. The complexities of the soap-opera are close to the surface, however. Crises requiring developments, as required: a sick-bed visit can be readily managed by having the bathroom ceiling fall in, for example. A free-wheeling drama man and, for good measure, a sensible young English teacher fall in love and talk of setting up house almost at the spot. Every time Bobbie's mother comes on to the page she is sure to be moodily aloofly, as if her mother will be so readily liberal she can't hear what anyone else is saying.

In the regular Tapliners series *The Dangling Kind* would do very well: it is a compulsive read, more subtle and extending than *Redstars*. The problem is that it is told by Lisa—a teenage mum left with baby whilst young husband sorts out the Meaning of Things—who seems "romances". A pondorous trial, for this is a girl's story in a boy's world. As Lisa says: "Silly, all of it, Cray."

The Eskagra of Hoguin: The Novel



"Voyageur" (*Kate and Ward 95*), by Oliver Postgate and Peter Firmin, will delight all aficionados of *Swain the Nag*. Every other page has a highly imaginative illustration of life in the Far Northlands and the "whimsical text is illuminated" in traditional fashion.

Eccentrics anonymous

Mary Hoffman

Grimm Grange. By William Brown. Gollancz £3.50. 575 02363 G.
Griseida. By Angela Bull. Collins £3.50. 00 184723 D.
Mr Pitton's Commission. By Stavell Styles. Faber £3.95. 571 11071 1.

The Enamelling. By Sheila Crawford. Oxford University Press £2.95. 19 27498 2.

Grimm Grange is by Peacock out of Pease and that parenting produces some monstrous offspring. Young Martin Grims is turned out by his leon Great-Aunt when his father is mysteriously murdered in Singapore, and goes to live at the Grange with his grandfather, Uncle Josiah. The plot thickens to a fine opacity, with a large cast of evil baddies, madmen, gossamer, the best creation is Jack, a sailor of many parts, lots of which seem to be missing. His conversational style is unreproducible in extract, for he is a true descendant of Dickens's Captain Cuttle, whose eccentricity is here ruffled to a new extreme.

With such a formidable ally, Martin was through to a larger level like happy ending. In 1911, phrases like "You never see a nigger drinking port, nor a Jew neither, nor a damned Frenchman's drink!" even in the mouth of such a caricature as Uncle Josiah, jog one uncomfortably into the first novel, which, like most Gothic tales, sometimes goes in for pointed excess.

Charles, the harking of the misreading of *Griseida*, is very real, right down to the words which itches in proportion to the maddeningness. Her father invents an unspecified machine which revolts and brings the same. While the rest of the family is on tour in America, Charlotte is unconventionally dumped round to ever more distant continents. She does not meet Griseida for 40 years and does not like her for another 30, which makes the book a funny shape, but it eventually gets very funny and the two girls' fortunes begin to cross. Is Griseida an heiress or a pauper? Is Charlotte's father a wealthy genius or a bankrupt has-been? Some sort of equilibrium has been achieved by the end, after some fanciful plotting.

The story is solid with nineteenth-century detail, particularly of the grand house which Charlotte's father built, with its apparatus and lobster forks and nutcracker background and rapid zigzagging between rags and riches seems rather forced. Griseida's restoration to her inheritance is dealt with summarily in one sentence and the story of her private family is unevenly grafted on to the main plot.

There is no deviation from reality in *Mr Pitton's Commission*. The bare outline of this vivid story, taken from naval records of the Napoleonic wars, tells of a remarkable seminar who chased French privateers round the Caribbean for many years without promotion and, when finally given his commission, was dismissed from the Navy. This is the second novel that Stavell Styles has contrived from this meagre source and it is fully graced with the technicalities of gunnery and navigation. Michael Pitton is a junior who always has better ideas than the admirals. Constantly in danger of insubordination and disgrace, Pitton sings manna most of the time, and his career is a succession of humiliations. He is a Victorian manufacturer and brings the same. While the rest of the family is on tour in America, Charlotte is unconventionally dumped round to ever more distant continents. She does not meet Griseida for 40 years and does not like her for another 30, which makes the book a funny shape, but it eventually gets very funny and the two girls' fortunes begin to cross. Is Griseida an heiress or a pauper? Is Charlotte's father a wealthy genius or a bankrupt has-been? Some sort of equilibrium has been achieved by the end, after some fanciful plotting.

The knife's edge

Peter Fanning

Instead of a Dad. By Kerstin Thorvall. Astral £2.95. 7226 5273 9.
I Know You, Al. By Constance C. Greene. Secker £2.50. 7226 5361 1.
A Brand of Violence. By Kenneth Wood. Dennis Dobson £2.95. 234 77654 4.
Not a Welcome. By Fey Sampson. Dennis Dobson £2.50. 234 72031 X.

Alcoholics, sex and violence: you can't have got the lot. Vices and times and every public problem from periods to pregnancy are here in black and white. The trouble is, of course, that it's serious stuff. There's often isn't time for so much as a snigger. Kerstin Thorvall uses tin trays for *Instead of a Dad* and it's not a pretty sight. Life squares like a great big toned fall of scrutinized.

Two-year-old Magnus's mother is a single parent. Her boy friend is an alcoholic and a repentant alcoholic. In the style of the gloomiest Wednesday Play, we watch a small person in a frightening world, denied affection and struggling with problems which he can only half understand. Without for a moment suggesting that children should be trained into thinking that life's a bed of roses, I can't help feeling that the relentless gloom, in which bombs and pot smoking are thrown in as makeshifts, belittles the impact. The grandiose surface of this powerful book prevents it from properly getting a grip on the mind.

At the other extreme, Constance Greene brings a deft sense of humour to *I Know You, Al*. Shooting brusque epigrams higher and you, she can even make artificial insemination sound interesting. Mas Greene is at her best amidst gossiping girl-talk and it's not until you are halfway through that you realize there isn't a story to speak of. Mostly it's about Al, whose father and mother are both busy remarrying, and about Al's periods (or the lack of them), laced with a seasoning of sharp psychology. Entertaining as *Al* may be, there's no much comfort and not enough drama—a charge which one could hardly bring against Kenneth Wood's *A Brand of Violence*. Academic periods this time. This North Country saga deals with a school that slides from disorder into chaos.

The three central girls are superbly drawn, balanced on a knife edge between child and adult. They are desperately muddled, bemused by a world which denies their rights to a separate identity; desperately selfish and always sympathetic, they outlast the adults by miles. The staff of the school are mere two dimensional. They are older, happier, less weeds or else they behave like Frankenstein. Mr Wood has an irritating habit of firing off one word sentences, like a robot with a tick. But in this book he creates an authentic world of teenage adolescence and a terrifying climax in which violence meets violence and everybody loses.

Fey Sampson's problem in *Not a Welcome* involves a European family who decides to adopt a black baby. But the longer she dwells on personal reactions, the more the family resembles an advert from the semi-detached world of football and prams—not stereotyped, just boring. So when we discover that the baby has been kidnapped, we launch with relief into an old style adventure which still retains our sympathy and doesn't fudge the issues. The family is reunited. The baby is no longer to be treated as an unwelcome guest. The light of human understanding shines. And for our next family problem? How about a stab at *Oedipus Rex*?

Beaver Books

The Noah's Ark. By Ruth Ainsworth. 40p
Small Toll A. 40p
Lord of the Forest. By B. 55p
This is Ridiculous. By David Wood. 45p
Midnight Adventure. By Raymond Briggs. 45p
The Strange House. By Raymond Briggs. 50p
Through the Fire. By Peter Borton. 45p
The Tail of the Tripos. By Charles Causley. 45p
Dark Fury. By Joseph F. Clapperton. 60p
The City of Gold and Lead. By John Christopher. 55p
The Foot of the Mountain. By John Christopher. 60p
The White Mountain. By John Christopher. 60p
All the Fun of the Fair. By Dorothy Clayes. 55p
Sword of the Wilderness. By Elizabeth Cookworth. 45p
Wilberforce the Whole. By Leslie Coleman. 45p
The Coral Wreck. Frank City. 60p
Pleasure Trava. Jennifer Curry. 55p
The Lost Island. Edna Dillon. 60p
Mr Bubbus and the Apple-green Engine. Joan Drake. 45p
My Favourite Animal Stories. Carol Durrell. 55p
Tales Told Near a Crocodile. By Humphrey Hatman. 55p
Children of Morrow. H. H. Hoover. 60p
The Holiday Story Book. Charlotte Hough. 60p
Rhyme Time. Barbara A. Keam. 60p
Twelve Great Black Cats. Sorche Ho Lladros. 55p
Enil in the Soup. Tilda Jack Lindgreen. 45p
The Call of the Wild. Jack London. 50p
White Fang. Jack London. 60p
Poirot. William Mayne. 45p
Rebecca's World. Terry Malton. 55p
Marlo's Mistake. Robert Newman. 60p
The Twelve Labours of Hercules. Robert Newman. 55p
Tia Zora Stone. Avril Nealton. 45p
Pigeons and Princesses. James Roeges. 55p
Beyond the Wild World. Endale Moyne Reid. 50p
The Worst Kids in the World. Barbara Robinson. 60p
The Three Witch Maidens. Ray Manning-Sanders. 60p
Old Roman Jack. Schofer. 60p
Midshipman Quon. Showell Styles. 60p
When Dorknaes Comes. Robert Swindells. 60p
The Lost of the Vikings. Henry Treese. 55p
Wer Dog. Henry Treese. 55p
The Crocodile. John Tully. 60p
The Glass Knife. John Tully. 60p
Road Ma o Story. Frank Waters. 60p
My Favourite Horse Stories. Dorfen Williams. 60p
Timo's Delight. Raymond Wilson. 50p
Tan Famous Tales. 55p
A Mixed Bag. 65p
Bottles and Balli. David Scott Daniel. 55p
Looking of Wildlife. Nicholas Hammond. 55p
Who Knows? Judith Hope-Simpson. 55p
The Beaver Book of Gormos. George and Cornelia Kay. 55p
The Rubber Band Book. Eric Kenney. 45p
Troveal Quiz. John Melton. 50p
Animal Quiz. Johnny Morris. 50p
A Knight and His Castle. R. Ewart Oakeshott. 50p
About Jumping. Robert Owen and John Bullock. 55p
Buying and Keeping a Horse or Pony. Robert Owen and John Bullock. 55p
Coring for a Horse or Pony. Robert Owen and John Bullock. 55p
Riding and Schooling. Robert Owen and John Bullock. 55p
The Tower and the Troll. Barbara Leontia Picard. 65p
Picture Puzzles. Walter Shepherd. 50p
Whats the Answer? 50p
They Amozed the World. 50p
The Beaver Book of Godgots. Horvey Weise. 50p
My Favourite Escape Stories. P. R. Reid. 55p

PRIMARY Scale 1 Posts continued

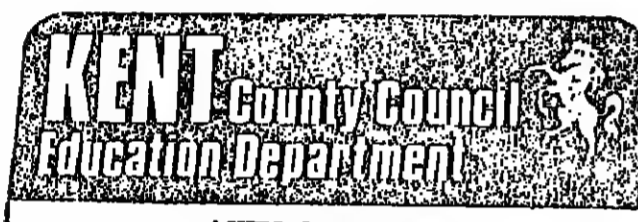
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ASISTANT DIVISION HIGHWORTH SCHOOL FOR GIRLS (GROUP 10) Applications are invited from suitably qualified and experienced teachers for the post of HEADMASTER OR HEADMISTRESS...

Educational Appointments

Required for 1st May, 1978. (Application forms and further details obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, on 20th November, 1977.)

FOYNS COUNTY COUNCIL

FOYNS COUNTY COUNCIL... ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK...

SURREY ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK...

SUTTON ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK...

NORTH YORKSHIRE COUNTY COUNCIL... ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK...

WALTHAM FOREST ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK...

WEST SUSSEX COUNTY COUNCIL... ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK...

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Middle School Education

DEPUTY HEADS/SENIOR MASTERS/MISTRESSES... ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK...

Domestic Subjects

BUCKINGHAMSHIRE COUNTY COUNCIL... ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK...

CLYWD COUNTY COUNCIL... ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK...

CHESHIRE COUNTY COUNCIL... ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK...

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Science

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Deputy Headships Senior Masters/Mistresses

AYON COUNTY CHAIRMAN... ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK...

Remedial Posts

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Other Posts on Scale 2 and above

CHESHIRE COUNTY COUNCIL... ASSISTANT CHIEF CLERK... ASSISTANT CHIEF CLERK...

Bedfordshire Headship Biddenham Upper School Bedford GROUP 11 From APRIL 1978 Applications are invited for the Headship of this Group 11 Upper School, to open in September, 1978...

London Borough of Waltham Forest Deputy Head Teacher GROUP 6 Applications are invited for April 1978 from experienced teachers for this post which offers a desirable scope for a teacher with energy and initiative...

London Borough of Waltham Forest Jaffrey School, Fentham Road B23 6AB Group 10 875 pupils on roll Age range 11-18 Applications are invited from suitably qualified teachers for the post of HEAD TEACHER...

BIRMINGHAM CITY COUNCIL HEAD TEACHER at the above school, to commence duty at Easter, 1978. This six form entry comprehensive school, which is situated on the northern side of the city, opened in September, 1973, and was formed by the amalgamation of a boys' secondary and a girls' secondary, both non-selective, and occupies the premises formerly belonging to these two schools...

SECONDARY History continued

HERFORD AND WORCESTER Education Department (County Council of Education)

LINCOLNSHIRE LINCOLN KITCHEN SECONDARY School. Head of Mathematics

MANCHESTER QUINN ELIZABETH'S SCHOOL. Head of Mathematics

NOTTINGHAMSHIRE NOTTINGHAM COUNTY EDUCATION DEPARTMENT

SOLIDHILL EDUCATION COMMITTEE. Head of Mathematics

SUTTON Education Committee. Head of Mathematics

Mathematics

Heads of Department

LONDON, S.E.11. Head of Mathematics

HERFORD AND WORCESTER Education Department

HERTFORDSHIRE NORTH HILTON DIVISION

HOUSLOW EDUCATION COMMITTEE

MANCHESTER QUINN ELIZABETH'S SCHOOL

NOTTINGHAMSHIRE NOTTINGHAM COUNTY EDUCATION DEPARTMENT

SOLIDHILL EDUCATION COMMITTEE

SUTTON EDUCATION COMMITTEE

Mathematics

Heads of Department

LONDON, S.E.11. Head of Mathematics

HERFORD AND WORCESTER Education Department

HERTFORDSHIRE NORTH HILTON DIVISION

HOUSLOW EDUCATION COMMITTEE

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SOLIDHILL EDUCATION COMMITTEE

SUTTON EDUCATION COMMITTEE

Mathematics

Heads of Department

LONDON, S.E.11. Head of Mathematics

KIRKLEAS Metropolitan Borough of Kirkstall

LEICESTERSHIRE LEICESTER EDUCATION DEPARTMENT

LINCOLNSHIRE LINCOLN KITCHEN SECONDARY School

MANCHESTER QUINN ELIZABETH'S SCHOOL

NOTTINGHAMSHIRE NOTTINGHAM COUNTY EDUCATION DEPARTMENT

SOLIDHILL EDUCATION COMMITTEE

SUTTON EDUCATION COMMITTEE

Mathematics

Heads of Department

LONDON, S.E.11. Head of Mathematics

ROTHERHAM Education Department

SANDWELL Education Department

STAFFORDSHIRE STAFFORD EDUCATION DEPARTMENT

TRAFFORD Education Department

VOLUNTARY SERVICES

WARWICKSHIRE WARWICK EDUCATION DEPARTMENT

WARWICKSHIRE WOLVESLEY SCHOOL

Mathematics

Heads of Department

LONDON, S.E.11. Head of Mathematics

BRINT Education Department

BUCKINGHAMSHIRE BUCKINGHAM EDUCATION DEPARTMENT

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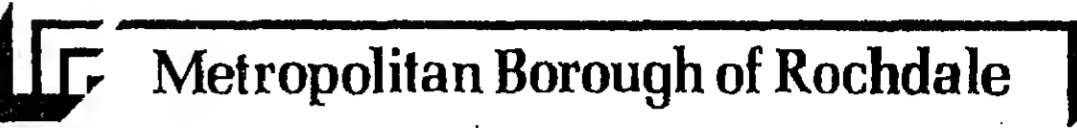
BUCKINGHAMSHIRE MILTON KEYNES EDUCATION DEPARTMENT

BUCKINGHAMSHIRE MILTON KEYNES EDUCATION DEPARTMENT

Mathematics

Heads of Department

LONDON, S.E.11. Head of Mathematics



Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

Primary

ALKINGTON COUNTY INFANTS (5-7) Menor Road, Alkington, Middleton, M24 1JZ

Temporarily teacher of Craft For the Spring Term

Application should be made by letter to the Head of the school, giving details of age, qualifications and experience, together with the names and addresses of two referees.

Infant

Interest in all age groups of infants desirable. Ability to play the piano, whilst not essential, would be an advantage.

CROSSGATES COUNTY PRIMARY (4-11) Kils Lane, Milrow, Rochdale, OL18 3OR

Temporarily from 1st January 1978

Scale 1 for 1st/2nd Year Juniors

To be responsible for the overall development of their class and with an expertise in a particular area of the curriculum. This expertise to be shared as consultants, with other members of staff.

LANGLEY COUNTY INFANTS + NURSERY CLASS (3-7) Thrifters Drive, Langley, Middleton, M24 3NU

Required for January, 1978

Infants Scale 2

To combine existing compulsory education programme and develop the school's involvement in the community in liaison with a member of the Junior staff holding a similar appointment. This may involve the school, for example, in co-ordinating and related activities (drama, magazine, library, etc.), is looked for.

Director of Sixth Form Studies Scale 4

Experienced graduate required for the start of the Spring or Summer Term to take charge of a developing 'Open Sixth'. There are well over 100 in the sixth form and progress to higher education is well established.

LANGLEY COUNTY JUNIORS (7-11) Thrifters Drive, Langley, Middleton, M24 3NU

Willingness to contribute to community activities an advantage.

SMALLBRIDGE, ST. JOHN'S C.E. PRIMARY (5-11) King's Grove, Wards, Rochdale, OL12 9HR

Deputy Head required for this Group 4 Primary School. It is anticipated that the population of this school will grow over the next few years.

Middle

BUTHERLAND HIGH (11-18) Sutcliffe Road, Omsk, Heywood, OL10 3PL

Required for one term (1st January to 30th April 1978)

Temporarily teacher of English

to take the subject to C.B.E. end 'O' level.

Temporarily teacher of English

to take the subject to C.B.E. and 'O' level.

Temporarily teacher of English

Application by letter, immediately, to the Acting Head of the school, giving details of age, qualifications and experience, together with the names and addresses of two referees.

Middle

Primary

Temporarily teacher of Craft

For the Spring Term

Application should be made by letter to the Head of the school, giving details of age, qualifications and experience, together with the names and addresses of two referees.

Secondary/High Schools

OLDSHAW HALL COMMUNITY (13-18) Hudson's Walk, Rochdale, OL11 5EF

Temporarily from 1st January 1978

Girls' P.E./Games Scale 1

A wide variety of facilities available including Sports Hall, Squash Courts, Swimming pools and Dance/Acrobatics areas. Please state interests.

Mathematics Scale 1

Modern suite including a laboratory. Wide variety of courses including computer science, technology and statistics. Possibility of 'A' level work.

ROCK VALLEY HIGH (11-18) Conliff Street, Milrow, Rochdale, OL18 3OR

Head of English Department Scale 4 (re-advertisement)

A well qualified and experienced teacher required to lead this large and important department which is fully developed to Upper Sixth level. A person with a good experience in English teaching and related activities (drama, magazine, library, etc.), is looked for.

Director of Sixth Form Studies Scale 4

Experienced graduate required for the start of the Spring or Summer Term to take charge of a developing 'Open Sixth'. There are well over 100 in the sixth form and progress to higher education is well established.

LANGLEY COUNTY JUNIORS (7-11) Thrifters Drive, Langley, Middleton, M24 3NU

Willingness to contribute to community activities an advantage.

Temporarily teacher of Biology

for one term.

BUTHERLAND HIGH (11-18) Sutcliffe Road, Omsk, Heywood, OL10 3PL

Required for one term (1st January to 30th April 1978)

Temporarily teacher of English

to take the subject to C.B.E. and 'O' level.

Temporarily teacher of English

Application by letter, immediately, to the Acting Head of the school, giving details of age, qualifications and experience, together with the names and addresses of two referees.

Method of application (unless otherwise stated)

PRIMARY SCHOOLS

Application forms obtainable from the Chief Education Officer, Education Offices, Municipal Buildings, Middleton, Manchester, M24 4EA, and on completion to be returned to the Head of the school.

MIDDLE, SECONDARY/HIGH SCHOOLS

Application forms available from, and should be returned to the Head of the school, giving details of age, qualifications and experience, together with the names and addresses of two referees.

AVON COUNTY SECONDARY SCHOOLS continued AVON COUNTY SECONDARY SCHOOLS continued...

AVON COUNTY SECONDARY SCHOOLS continued AVON COUNTY SECONDARY SCHOOLS continued...

AVON COUNTY SECONDARY SCHOOLS continued AVON COUNTY SECONDARY SCHOOLS continued...

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AVON COUNTY SECONDARY SCHOOLS continued AVON COUNTY SECONDARY SCHOOLS continued...

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION Unless otherwise stated: Closing date is 14 days after the appearance of the advertisement...

PRIMARY SCHOOLS SCALE 1 POSTS 2.797 CARPENTER ABERFORD ROAD INFANT SCHOOL No. 104...

HIGH/SECONDARY SCHOOLS SCALE 2 POST 2.94 COCKBURN HIGH SCHOOL No. on roll 693; 13-18 years...

SCALE 1 POSTS 2.905 MATTHEW MURRAY HIGH SCHOOL No. on roll 1,115; 13-18 years...

SCALE 1 POSTS TEMPORARY 2.978 LAWSON SCHOOL No. on roll 1,338; 13-18 years...

HILLINGDON HILLINGDON SECONDARY SCHOOL (No. on roll 2,450) 13-18 years...

HILLINGDON HILLINGDON SECONDARY SCHOOL (No. on roll 2,450) 13-18 years...

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WALSALL WALSALL METROPOLITAN BOROUGH SECONDARY SCHOOLS...

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County of Cleveland SECONDARY SCHOOLS All Secondary Schools are mixed Comprehensive Schools...

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WALSALL Metropolitan Borough Education Committee Barr Beacon Comprehensive School Old Hall Lane, Aldridge, Walsall...

WALSALL Metropolitan Borough Education Committee Barr Beacon Comprehensive School Old Hall Lane, Aldridge, Walsall...

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Lancashire County Council Closing date 28th November, 1977. Primary and Special Schools...

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Lancashire County Council Closing date 28th November, 1977. Primary and Special Schools...

Cheshire Education Committee Application forms (send see), unless otherwise stated, are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible... J R C TOMLINSON MA Director of Education

City of Manchester Education Committee DEPUTY HEAD ST. MARK'S R.C. HIGH SCHOOL... DEPUTY HEAD WINIFRIDA COMPRESHENSIVE SCHOOL... DEPUTY HEAD WALSALL METROPOLITAN BOROUGH SECONDARY SCHOOLS... DEPUTY HEAD WALSALL METROPOLITAN BOROUGH SECONDARY SCHOOLS... DEPUTY HEAD WALSALL METROPOLITAN BOROUGH SECONDARY SCHOOLS...

SPECIAL EDUCATION
Scale 1 Posts continued
EAST SUSSEX
BRIGHTON MOUNT
SCHOOL

Learning of handicapped children is
encouraged and the ability to manage
them in an educational setting is
taught.

HARLOW
MIDDLESEX COMMUNITY
SCHOOL
Special Education,
Scale 1

LONDON, W.5
HAMILTON HIGH SCHOOL
Special Education,
Scale 1

Other Assistants
KENT
DORSET SCHOOL
Special Education,
Scale 1

SUFFOLK
SUFFOLK COUNTY
SCHOOL
Special Education,
Scale 1

INDEPENDENT
Geography continued
SURREY
THE VICTORIA SCHOOL
Geography

Other Assistants
CARDIFF
MORNINGTON HILL SCHOOL
Geography

KENT
BEVINGTON SCHOOL
Geography

Religious Education
Heads of Department
RAAFORD
RAAFORD SCHOOL
Religious Education

Music
Heads of Department
LONDON, N.6
MIDNIGHT SCHOOL
Music

Science
Heads of Department
LONDON
HISTORICAL SCHOOL
Science

Other Assistants
BERKSHIRE
QUEEN ANNE'S SCHOOL
Science

EAST SUSSEX
WORTHING SCHOOL
Science

ESSEX
THE NEWTON SCHOOL
Science

Deputy Headships
Senior Masters/
Mistresses
HAMPSHIRE
WIMBORNE SCHOOL
Science

Economics
LONDON, W.1
ECONOMICS SCHOOL
Economics

English
DEVON
TILMOUTH SCHOOL
English

Geography
YORKSHIRE
YORKSHIRE SCHOOL
Geography

History
YORKSHIRE
YORKSHIRE SCHOOL
History

Heads of Department
OXFORD
ST. EDWARD'S SCHOOL
History

Other Assistants
LONDON, S.W.1
WESTMINSTER SCHOOL
History

Modern Languages
LONDON, S.W.1
WESTMINSTER SCHOOL
Modern Languages

Other Assistants
LONDON, S.W.1
WESTMINSTER SCHOOL
Modern Languages

Other Assistants
LONDON, S.W.1
WESTMINSTER SCHOOL
Modern Languages

Educational Audiologist and Pre-School Teacher of the Deaf
Salary: Burnham Scale 4
The Education Committee is seeking to appoint a well qualified and experienced EDUCATIONAL AUDIOLOGIST...

KIRKLEES
METROPOLITAN COLLEGE
Special Education,
Scale 1

LONDON, N.W.11
MILL HILL SCHOOL
Special Education,
Scale 1

By Subject
Classification
Art and Design
LONDON
MILL HILL SCHOOL
Art and Design

Geography
CUMBRIA
LANCASHIRE SCHOOL
Geography

Heads of Department
OXFORD
ST. EDWARD'S SCHOOL
Geography

Other Assistants
LONDON, S.W.1
WESTMINSTER SCHOOL
Geography

Modern Languages
LONDON, S.W.1
WESTMINSTER SCHOOL
Modern Languages

Other Assistants
LONDON, S.W.1
WESTMINSTER SCHOOL
Modern Languages

Other Assistants
LONDON, S.W.1
WESTMINSTER SCHOOL
Modern Languages

ST. MARY'S HALL STONYHURST
The Governors of Stonyhurst College invite applications for the HEADSHIP of St. Mary's Hall, their northern preparatory school.

NEW GRADED POST
Sir Winston Churchill Secondary School for Deaf Children
Required as soon as possible: (a) Experienced Teacher to take charge of integrated courses for Deaf Pupils...

POWYS
MIDWINTER COMMUNITY
SCHOOL
Special Education,
Scale 1

WREXHAM
WREXHAM SCHOOL
Special Education,
Scale 1

Other Assistants
KENT
DORSET SCHOOL
Special Education,
Scale 1

SUFFOLK
SUFFOLK COUNTY
SCHOOL
Special Education,
Scale 1

Mathematics
LONDON, S.W.1
WESTMINSTER SCHOOL
Mathematics

Other Assistants
DORSET
DORSET SCHOOL
Mathematics

Other Assistants
DORSET
DORSET SCHOOL
Mathematics

Physical Education
GUILDFORD
GUILDFORD SCHOOL
Physical Education

Other Assistants
GUILDFORD
GUILDFORD SCHOOL
Physical Education

GLASGOW ACADEMY
GLASGOW G12 8HE
HEAD OF THE PREPARATORY SCHOOL
Applicants are invited for the post of HEAD of the PREPARATORY SCHOOL...

County of Cleveland
SPECIAL SCHOOL
SCALE 1 POST + S.S.A.
Applications from persons with a particular interest in the use of special facilities with severely handicapped pupils would be welcome.

STAFFORDSHIRE
STAFFORDSHIRE COUNTY
SCHOOL
Special Education,
Scale 1

Commercial Subjects
LONDON, N.W.3
COMMERCIAL SCHOOL
Commercial Subjects

Domestic Subjects
LONDON, S.W.1
DOMESTIC SCHOOL
Domestic Subjects

Heads of Department
LONDON, S.W.1
DOMESTIC SCHOOL
Domestic Subjects

SURREY
COUNTY COUNCIL
FRINGE AREA LONDON ALLOWANCE £130 p.a. THROUGHOUT THE COUNTY

CITY OF LONDON
FREEMAN'S SCHOOL
A vacancy will arise in January in the Modern Languages Department for a graduate to teach GERMAN to advanced level...

Other Assistants
BOURNEMOUTH
BOURNEMOUTH SCHOOL
Modern Languages

Other Assistants
BOURNEMOUTH
BOURNEMOUTH SCHOOL
Modern Languages

Other Assistants
BOURNEMOUTH
BOURNEMOUTH SCHOOL
Modern Languages

ST. JOHNS BEAUMONT
OLD WINDSOR, BERKS
JOINT HEADSHIP
The Governors of Stonyhurst College invite applications for the JOINT HEADSHIP of their South of England Preparatory School.

SOUTH EAST LONDON COLLEGE

Vice Principal

The College is in the lower half of Group 9. The post, which is available from May, 1978, due to the retirement of the present holder, is one of three within the College and the salary is £10,143 plus £402 London Allowance.

Applicants should have had a wide experience of teaching in further education and of administration within a large college.

Application forms returnable within two weeks of the date of this advertisement, and further particulars can be obtained from the Senior Administrative Officer, SELTEC, Lewisham Way, London SE11 1UT.

Lancashire County Council

FURTHER EDUCATION

Forms/further details from/returnable to: the Principal at the College. Closing date 28th November, 1977.

The Nautical College, Broadwater, Fleetwood

As soon as possible

Qualification: Masters Certificate (F.G.) and relevant teaching experience or Maritime Studies Degree (or equiv.) and suitable professional experience.

1. Nelson and Colne College, Scotland Road, Nelson 1st January, 1978, or as soon as possible thereafter.

1. **FOOD and FASHION.**

2. An ability to teach two of Economics, Sociology, Statistics or Quantitative Method.

3. To teach Economics, Statistics and Quantitative Method.

LECTURER I.

4. To teach Mathematics to GCE 'O' and 'A' level.

LECTURER I.

METROPOLITAN BOROUGH OF TRAFFORD EDUCATION DEPARTMENT

Head of Department

Grade IV currently £7,248-£8,124

South Trafford College of Further Education

Manchester Road, West Timperley

Atrincham WA14 5PQ

To take college-wide responsibility for the development of new and existing courses and to undertake academic leadership in the field of general and community education. Further particulars available from the Principal. Closing date for applications 30th November, 1977.

Western Education and Library Board (Northern Ireland)

Londonderry College of Technology

Applications are invited for the following vacant posts:

Department of Business and Management Studies

(777A) **HEAD OF DEPARTMENT** Grade II

The department offers O.N.D., H.N.D., D.M.S., etc. Candidates should have a degree or professional qualification, appropriate industrial/commercial experience and be capable of leading expansion.

Teacher Training Department

(777A) **Lecturer II**

with specialisation in Education Administration.

Department of Engineering

(7710A) **Lecturer I** in Mechanical Engineering

Department of Mathematics and Science

(7711A) **Lecturer II** in Peripatetic in Computer Aided Education

Candidates should possess appropriate qualifications and have teaching experience.

Application forms for these posts are available on request of a stamped addressed feeless envelope from the Chief Officer, Western Education and Library Board, Headquarters Offices, 1 Hospital Road, Omagh, Co. Tyrone, N. Ireland, and should be returned to him by 9 December, 1977. Please state number of post for which application is being made. Conveying disqualifications.

PREPARATORY continued

By Subject Classification

Classes

Heads of Department

OXFORD

OXFORD JUNIOR COLLEGE

Head of Department of Further Education

Applications are invited for the above post which became vacant on 1st September, 1977. This is a large Department in which the work ranges from Credit to Higher National Certificate level.

Applications which have already been received will automatically be reconsidered. Further details available from: The Chief Administrative Officer, Watford College, Hempstead Road, Watford, WD1 3EZ

Mathematics

MATHEMATICS TEACHER required to teach in school in the morning. Applicant must be qualified to teach in a secondary school and have a minimum of two years' experience in the subject. Salary £5,000-£5,500. Applications to: Mrs. J. H. Jones, Head of Department, Watford College, Hempstead Road, Watford, WD1 3EZ.

Colleges of Further Education

BERKSHIRE EDUCATION SERVICE

DEPARTMENT OF ART, GRASS AND MUSIC

Applications are invited for a Lecturer in Art History, to commence on 1st January, 1978, or as soon as possible thereafter. The holder of the post will be responsible for the teaching of Art History in all schools and colleges under the service's control.

Modern Languages

HEADS OF DEPARTMENT

OXFORD

OXFORD JUNIOR COLLEGE

Head of Department of Further Education

Applications are invited for the above post which became vacant on 1st September, 1977. This is a large Department in which the work ranges from Credit to Higher National Certificate level.

Music

HEADS OF DEPARTMENT

READING

DIRECTOR OF MUSIC required for a large secondary school with a full-time music department. The holder of the post will be responsible for the teaching of Music in all schools and colleges under the service's control.

Other than by Subject Classification

BATH

THE PARK SCHOOL

Head of Department of Further Education

Applications are invited for the above post which became vacant on 1st September, 1977. This is a large Department in which the work ranges from Credit to Higher National Certificate level.

BIRMINGHAM (City of) EDUCATION DEPARTMENT

FURTHER EDUCATION

Applications are invited for the following vacant posts:

Department of Business and Management Studies

(777A) **HEAD OF DEPARTMENT** Grade II

The department offers O.N.D., H.N.D., D.M.S., etc. Candidates should have a degree or professional qualification, appropriate industrial/commercial experience and be capable of leading expansion.

Teacher Training Department

(777A) **Lecturer II**

with specialisation in Education Administration.

Department of Engineering

(7710A) **Lecturer I** in Mechanical Engineering

Department of Mathematics and Science

(7711A) **Lecturer II** in Peripatetic in Computer Aided Education

Candidates should possess appropriate qualifications and have teaching experience.

Application forms for these posts are available on request of a stamped addressed feeless envelope from the Chief Officer, Western Education and Library Board, Headquarters Offices, 1 Hospital Road, Omagh, Co. Tyrone, N. Ireland, and should be returned to him by 9 December, 1977. Please state number of post for which application is being made. Conveying disqualifications.

WATFORD COLLEGE

HEAD OF DEPARTMENT OF ENGINEERING

GRADE IV

(Re-advertisement)

Applications are invited for the above post which became vacant on 1st September, 1977. This is a large Department in which the work ranges from Credit to Higher National Certificate level.

Applications which have already been received will automatically be reconsidered. Further details available from: The Chief Administrative Officer, Watford College, Hempstead Road, Watford, WD1 3EZ

LANCASHIRE COUNTY COUNCIL

BLACKPOOL COLLEGE OF TECHNOLOGY AND ART

Lecturer II

Food Preparation F/2

Lecturer I

Food Preparation F/3

Applications for both posts must have professional qualifications and good experience within the Hotel or Catering Industry. For the Lecturer II post previous full-time teaching experience is also essential.

Further details and application form from: The Deputy Head of Department, Blackpool College of Technology and Art, Blackpool Road, Blackpool, Lancs., to be closed by 1st December.

BOURNEMOUTH AND POOLE COLLEGE OF FURTHER EDUCATION

Department of Catering, Tourism and Hotel Operations

TEMPORARY LECTURER

GRADE II

required for two terms only to teach TRAVEL GEOGRAPHY to students preparing for the College Diploma in Travel and Tourism and the OND in Business Studies. Applicants must have a degree in Geography with a high travel together with a suitable qualification.

The appointment is for the Spring and Summer Term of 1978 only, commencing on 1st January and terminating on 31st August, 1978.

Salary: £3,278-£5,493 per annum (plus £485-£492 supplements).

Application forms and further details may be obtained from the Principal, Bournemouth and Poole College of Further Education, North Road, Poole, Dorset, BH14 8AA. Telephone: Poiketona 747800.

LOTHIAN REGIONAL COUNCIL

ESK VALLEY COLLEGE, DALKETH

Senior Lecturer I in Professional Studies

The successful applicant will be required to be responsible for courses leading to the examination of the Institute of Public Administration. Applicants should have a degree or diploma in commerce or an equivalent appropriate professional qualification. Previous teaching experience essential.

Senior Lecturer I in Complementary Studies

This post involves assisting the Head of Department in the organisation and administration of BSC courses in the supervision and communication content of SCOTEC courses and in the supervision and administration of SCOTEC courses. The holder of the post will be responsible for the teaching of Complementary Studies in all schools and colleges under the service's control.

Applications are invited for the above post which became vacant on 1st September, 1977. This is a large Department in which the work ranges from Credit to Higher National Certificate level.

CLEVELAND

CLEVELAND COLLEGE OF FURTHER EDUCATION

Applications are invited for the above post which became vacant on 1st September, 1977. This is a large Department in which the work ranges from Credit to Higher National Certificate level.

SOUTH LONDON COLLEGE

formerly Norwood Technical College, founded 1859

Physical Sciences Department

Principal Lecturer

Applications are invited from Senior Lecturers or those with equivalent experience for the above post which is based at the main building of the College and will be available from 1 January 1978.

The successful applicant will be expected to act as Deputy Head of a Department which is responsible for the administration of all GCE 'O' and 'A' Science courses and TFC Higher Diploma Courses in Geological Technology. The staff of the Department of Physical Sciences are responsible for the teaching of Biology, Mathematics, and Physics throughout the College and the Principal Lecturer will be expected to teach in one of these areas.

Salary Scale in accordance with the Birmingham FE Report: £5,840 to £6,542 plus £402 Inner London Allowance and Supplement of £492.

Assistance may be given towards household removal expenses.

THE QUEEN'S COLLEGE, GLASGOW

SENIOR LECTURER 'A'

in

BUSINESS AND RESIDENTIAL MANAGEMENT

Salary range: £6,504-£8,220 per annum (including supplements awarded under Phases I and II of the pay policy)

Further details and forms of application may be obtained from the Principal, 1 Park Drive, Glasgow, G3 6LP, to whom completed forms should be returned by Tuesday, 6th December, 1977.

ACTON TECHNICAL COLLEGE, LONDON, W.3

PRINCIPAL LECTURER

in

ELECTRICAL AND ELECTRONIC ENGINEERING

required actively to lead a wide variety of work for technician and craft students in electronics, telephony, installation and utilization of electrical plant, etc., within the Department of Engineering.

Further details and application form from Registrar and Clerk to the Governing Body, Acton Technical College, High Street, London W3 8RD. (Telephone 01-993 2344, ext. 2371/2372.)

Closing date for receipt of completed application forms 2nd December, 1977.

HAMPSHIRE

FAIRFORD COLLEGE OF FURTHER EDUCATION

Senior Lecturer I in Professional Studies

The successful applicant will be required to be responsible for courses leading to the examination of the Institute of Public Administration. Applicants should have a degree or diploma in commerce or an equivalent appropriate professional qualification. Previous teaching experience essential.

HEREFORD AND WORCESTER

HEREFORD COLLEGE OF FURTHER EDUCATION

Senior Lecturer I in Professional Studies

The successful applicant will be required to be responsible for courses leading to the examination of the Institute of Public Administration. Applicants should have a degree or diploma in commerce or an equivalent appropriate professional qualification. Previous teaching experience essential.

CUMBERLAND

CUMBERLAND COLLEGE OF FURTHER EDUCATION

Applications are invited for the above post which became vacant on 1st September, 1977. This is a large Department in which the work ranges from Credit to Higher National Certificate level.

SOUTH LONDON COLLEGE

formerly Norwood Technical College, founded 1859

Physical Sciences Department

Principal Lecturer

Applications are invited from Senior Lecturers or those with equivalent experience for the above post which is based at the main building of the College and will be available from 1 January 1978.

LANCASHIRE COUNTY COUNCIL

BLACKPOOL COLLEGE OF TECHNOLOGY AND ART

Lecturer II

Food Preparation F/2

Lecturer I

Food Preparation F/3

Applications for both posts must have professional qualifications and good experience within the Hotel or Catering Industry. For the Lecturer II post previous full-time teaching experience is also essential.

BOURNEMOUTH AND POOLE COLLEGE OF FURTHER EDUCATION

Department of Catering, Tourism and Hotel Operations

TEMPORARY LECTURER

GRADE II

required for two terms only to teach TRAVEL GEOGRAPHY to students preparing for the College Diploma in Travel and Tourism and the OND in Business Studies. Applicants must have a degree in Geography with a high travel together with a suitable qualification.

LOTHIAN REGIONAL COUNCIL

ESK VALLEY COLLEGE, DALKETH

Senior Lecturer I in Professional Studies

The successful applicant will be required to be responsible for courses leading to the examination of the Institute of Public Administration. Applicants should have a degree or diploma in commerce or an equivalent appropriate professional qualification. Previous teaching experience essential.

Senior Lecturer I in Complementary Studies

This post involves assisting the Head of Department in the organisation and administration of BSC courses in the supervision and communication content of SCOTEC courses and in the supervision and administration of SCOTEC courses. The holder of the post will be responsible for the teaching of Complementary Studies in all schools and colleges under the service's control.

CUMBERLAND

CUMBERLAND COLLEGE OF FURTHER EDUCATION

Applications are invited for the above post which became vacant on 1st September, 1977. This is a large Department in which the work ranges from Credit to Higher National Certificate level.

SOUTH LONDON COLLEGE

formerly Norwood Technical College, founded 1859

Physical Sciences Department

Principal Lecturer

Applications are invited from Senior Lecturers or those with equivalent experience for the above post which is based at the main building of the College and will be available from 1 January 1978.

LANCASHIRE COUNTY COUNCIL

BLACKPOOL COLLEGE OF TECHNOLOGY AND ART

Lecturer II

Food Preparation F/2

Lecturer I

Food Preparation F/3

Applications for both posts must have professional qualifications and good experience within the Hotel or Catering Industry. For the Lecturer II post previous full-time teaching experience is also essential.

BOURNEMOUTH AND POOLE COLLEGE OF FURTHER EDUCATION

Department of Catering, Tourism and Hotel Operations

TEMPORARY LECTURER

GRADE II

required for two terms only to teach TRAVEL GEOGRAPHY to students preparing for the College Diploma in Travel and Tourism and the OND in Business Studies. Applicants must have a degree in Geography with a high travel together with a suitable qualification.

LOTHIAN REGIONAL COUNCIL

ESK VALLEY COLLEGE, DALKETH

Senior Lecturer I in Professional Studies

The successful applicant will be required to be responsible for courses leading to the examination of the Institute of Public Administration. Applicants should have a degree or diploma in commerce or an equivalent appropriate professional qualification. Previous teaching experience essential.

Senior Lecturer I in Complementary Studies

This post involves assisting the Head of Department in the organisation and administration of BSC courses in the supervision and communication content of SCOTEC courses and in the supervision and administration of SCOTEC courses. The holder of the post will be responsible for the teaching of Complementary Studies in all schools and colleges under the service's control.

BRADFORD COLLEGE

The College invites applications for the following posts:

School of Combined Studies

LI IN MATHEMATICS

Applications are invited from good Honours Graduates in Mathematics. An interest in innovative methods of teaching mathematics to students, including non-mathematicians, will be a strong recommendation.

School of Technology and Design

LI IN GENERAL STUDIES

The successful applicant will be required to teach Craft, Technical and Under-Graduate Courses within the School.

LI IN AUTOMOBILE ENGINEERING

Required for the remainder of session 77/78. Candidates must be apprentice trained and hold City and Guilds, F.T.C. Certificate in Automobile Engineering and a Certificate in Education.

The salaries for the above posts will be in accordance with the Burnham Scales of Salaries (FE Scales) £2,480-£4,377, plus the supplement of £312 and the recall award up to a maximum of £180 p.a.

Application forms and further particulars are available from: The Stalling Officer, Bradford College, Great Horton Road, Bradford G07 1AY, and the completed forms should be returned by Wednesday, 30th November, 1977.

SHEFFIELD EDUCATION

Granville College, Granville Road, Sheffield, S2 2RL (Telephone 70271)

Department of General and Liberal Studies

Required for 1st January, 1978, or as soon as possible thereafter, a

LECTURER GRADE I

In General and Communication Studies. Ability to offer elementary Economics would be an advantage. Applicants must be graduate and be teacher trained.

Salary Scale: Lecturer Grade I within the range £2,469-£4,377 per annum plus (i) £312 and (ii) £132-£180 annual salary supplement.

Application forms, together with further particulars are obtainable from the Chief Administrative Officer (Ioodsack e.e.), and must be returned to the College within 10 days of the publication of the advertisement.

ASSESSMENT CENTRES continued

ST HELENS LOCAL EDUCATION AUTHORITY

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

Youth and Community Service

AVON COUNTY COUNCIL

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

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County of Cleveland

EDUCATION DEPARTMENT

Full Time Assistant Warden £3,175-£4,041 (includes supplements) Required at Whinney Banks Youth & Community Centre, Middlesbrough

Youth Tutor £3,831-£5,418 (including supplements) Required at Egglecliffe Comprehensive School

Applications are invited for the above-mentioned posts...

(a) HEAD OF COMMUNITY ACTIVITIES, HARTFIELD SCHOOL/FOX HOLLIES FARM

Head of Community Activities, Hartfield School/Fox Hollies Farm. Salary £3,237-£4,317 plus £312 and the 1977 salary supplement.

(b) DEPUTY WARDEN/YOUTH AND COMMUNITY WORKER, 610 COMMUNITY CENTRE

Deputy Warden/Youth and Community Worker, 610 Community Centre. Salary £3,421-£3,838 plus £312 and the 1977 salary supplement.

BIRMINGHAM CITY COUNCIL

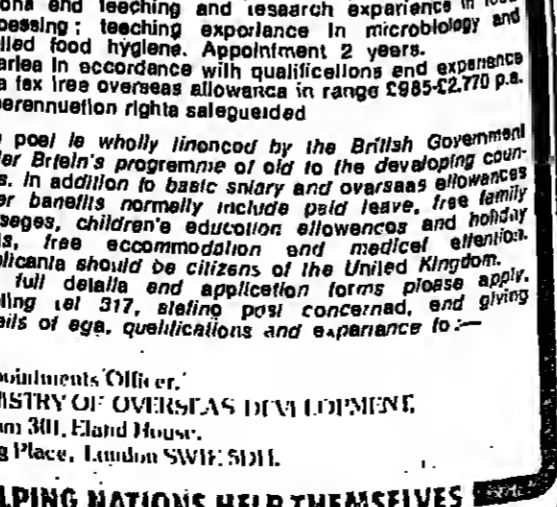
OVERSEAS DEVELOPMENT KNOW-HOW: vital to developing countries

Experts a. Food Processing and Engineering b. Quality Control

To teach all aspects and unit operations of Food Processing and Quality Control and train local counterparts...

The post is wholly financed by the British Government under Britain's programme of aid to the developing countries...

Appointments Office, MINISTRY OF OVERSEAS DEVELOPMENT, Room 301, Strand House, Stag Place, London SW1E 5JL



Overseas Appointments

HOTSWANA NATIONAL OPPORTUNITIES IN HOTSWANA

There is a need for a professional, experienced teacher to take over the school at Hotswana...

ITALY

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

PAKISTAN KANJHIBAHAMMAM SCHOOL

Head of Community Activities, Kanjhibahammam School. Salary £3,237-£4,317 plus £312 and the 1977 salary supplement.

AFRICA

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

HOLLAND

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

UK VOLUNTARY SERVICE OVERSEAS

Opportunities for voluntary service overseas in various fields...

Local Education Authority

AVON COUNTY COUNCIL

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

BUCKINGHAMSHIRE

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

TEACHERS OF ENGLISH

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

FRANCE

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

JAPAN

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

OUR HAWAII COUNTY COUNCIL OF SCHOOL

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

TEACHER OF ENGLISH (BRAZIL)

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

LONDON BOROUGH OF BARNET Education Department FULL TIME YOUTH & COMMUNITY WORKER Salary JNC Scale 3(b) - £3,834 rising by annual increments to £4,305...

SECRETARY/ADMINISTRATIVE ASSISTANT PARIS c. £3,600 FREE of UK TAX The American Institute for Foreign Study requires a young graduate to act as Secretary/Administrative Assistant to the Director of its programme for American students studying at the University of Paris-Sorbonne...

OVERSEAS TEACHING POSTS TEACHER OF ENGLISH (CYPRUS) Foreign Language Institute and Pedagogical Institute, Limassol To teach English, Elementary to Advanced levels including some teacher training, Degree, qualification in TEFL (minimum PGCE) and at least 5 years' experience (3 years' overseas) essential, Teacher in training experience desirable. Candidate should have British nationality. Benefits: Overseas, children's and accommodation allowances; medical benefits; 2 year contract, renewable. 77 CO 187

ADULT EDUCATION, YOUTH AND COMMUNITY SERVICE PRINCIPAL BIRMINGHAM ATHLETIC INSTITUTE (Re-advertisement) £7,421 plus 1978 and 1977 salary supplements The Principal will be responsible for the organisation, supervision and development of the work at this specialist institute and its associated centres.

BIRMINGHAM CITY COUNCIL COUNTY OF SOUTH GLAMORGAN SOCIAL SERVICES DEPARTMENT 2 TEACHERS (Male/Female) Burnham Scale 1 Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

LANCASHIRE EDUCATION AUTHORITY YOUTH AND COMMUNITY WORKER J.N.C. Scale 3(b) plus £2,400 Applications are invited from qualified teachers for the post of Assessment Centre Teacher...

ENGLISH LANGUAGE TEACHING The British Council Overseas Career Service The British Council, which has a responsibility for Britain's cultural and educational relations overseas, will have some vacancies in 1978. Staff can expect to work overseas for much of their careers in some of the 80 countries where the Council is represented.

Applications for this organisation invited from persons with experience in work with young people, and who are able to contribute to the development of the Youth Service in the 'inner city' areas of the West Midlands. The successful candidate will be responsible for the development and co-ordination of the Youth Service in the 'inner city' areas of the West Midlands. The successful candidate will be responsible for the development and co-ordination of the Youth Service in the 'inner city' areas of the West Midlands.

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Opera

In Arcadia ego?

Patrick Carnegy

Carl Maria von Weber was a prodigious man of the theatre rather than an amateur composer. His mission and achievement were to create an art of German opera in the face of the public's preference for the Italian repertory of vocal display. Der Freischütz (1821) swiftly shepherded the whole of Europe into the Wolf's Glen, paving the way for Wagner's Bayreuth (1874) where, alas, Wagner's passion for phantasies and 'magicalness' is let loose in the world of medieval chivalry. For although Freischütz is musically superior to Wagner's, it is rarely given because of its mish-mash of a score.

Cinema

Outlaws and ladies

Sue Lerman

Westerns. By Philip French. Scepter and Scribner in association with the British Film Institute. £3.50, 436 03944 G. £1.50, 436 03945 J. Beyond Formula: American Film Genres. By Stanley J. Solomon. Harcourt Brace Jovanovich £4.20, 15 50540 7. Women on the Hollywood Screen. By Frank Rich. £2.95, 531 00389 2. Frasklin Watt £2.95, 531 00389 2.

100, of aspects of the Western as it has developed during the last 30 years, its relation to the history of the west, to present American politics and ideas, in writers and, more particularly, painters of the west, to its own past, its ethical notions and bearings, and the films it has spawned outside the genre. The author keeps very close to the material, and has the knack of making one want to see the films, to see old films new. As he opens out his subject, he shows it in its diverse manifestations, indicating its adaptability, its potential for renewal. The number of Westerns may have decreased alarmingly in the past few years but Philip French does not wish or see reason to ring the death knell. One would like to think his book will help keep the Western alive, or, at the very least encourage the existing films back on to the circuits.

It would be surprising if Stanley Solomon tempted many people to step out to the cinema. His self-appointed task is to pick out the essential qualities of the main American genres (the musical, the horror film, the gangster film, the war film, and so on) and then to relate to the best films of the genre to those characteristics. Already the purpose of the enterprise seems obvious: the subject, object, how-over, is to give the genre approach the intellectual grounding in theory currently lacking.

From his section on the Western I presume that the idea is to extract the elements of the genre in such a way as to avoid, as far as possible, citing any particular film. This method has several effects: first, it seems to evade, or, secondly, it gives a depressing feeling of constriction, of stultification, for aside from involving sub-

Dance

India evoked

Rosemary Hartill

Gorgeous silk costumes, tiny gold necklaces, and a time with bare feet on bare boards, the rhythm of drums and cymbals, flute and voice, a sensuous of swirling, vivid celebration, still moments of stylised sculptural repose—all this evocation of India was to be seen in a small, dark room off the Mall one rainy English Sunday evening last month.

For the last three weeks or so, the Institute of Contemporary Arts has been running a series of talks, demonstrations and workshops about yoga, and at the same time playing host to a number of related films, exhibitions, music and dance events. One of the dance programmes was a performance of 'Yoga Ballet' by the artist and the Centre for Yoga Ballet Group, combining yoga postures with ballet-like movements and formations, but the dancers who brought with them so much of the ambiguity of India were Raju and Radhika Reddy.

Further education

Essay in 'tele-incest'

Christopher Griffin-Beale

'We're not writing Huckleberry Finn', says John Brown, script editor for BBC's drama series Secret Army, in a new further education series 'Behind the Scenes'. This series, which follows the production of a television drama series through from initial script-writing and casting, location filming and final studio recording, is the latest exercise in the increasingly popular activity that PE producer Robert calls 'tele-incest'.

News to me

Behind the Scenes is a new film from the IFL Foundation which which opens this week at the British Cinema. It is a witty and acerbic examination of the newsreels and documentaries of the thirties... of what they said and still more important, what they did not say about the world in which they lived.

Pros and cons

Last week's Arena Theatre programme (BBC 2, 11.45) was one of the finest I have seen. The programme was presented as if it were a special occasion, as it was about a subject—the pros and cons of dancing and entertaining in the classics, specifically Shakespeare's comedies and tragedies.

Times

Briefings

Radio and TV

Well over 100,000 children will spend some time in care during the next 12 months. Many of the under-fives will be adopted, but this happy solution will apply to few of the older children. It is generally assumed that the adoption rate is high and that the children who have not been adopted are those who are most difficult to place.

Monkey business

The director, Haroldorton, has clearly tried to portray an 'average family', not rich, not poor, with a rather lousy older sister and her slightly younger brother and parents who are exceptionally well-adjusted but the character do seem authentic and it is because the film's antics are set against the normal routine of family life that this film is a comedy, not just slapstick.

Broadcasting/Films/Briefing

Briefings

Radio and TV

The new relationship could successfully cast its shadow backwards over the empty years. 'I'm not always busy mine', said one mother. 'I can't imagine that I didn't love him as a baby.' The adoptive elder sister of a girl said it really had not mattered that she had not been born into the family; 'we just mixed out on a bit of her life'.

Bridge

The West Country club had settled in with a vengeance, and three of us had happily joined our hostess for an afternoon's high-spirited play, when along came this hand:

Bridge

Here was the full deal:

South could see that there is no hope for the defence unless declarer can be deceived, and found the only lead that offers a plausible deception. Oddly enough, the queen of spades is also the best lead if this hand were considered as a double-dummy problem, but only if made at the first opportunity.

Crossword No 1,111

19 Sort of worship for Jews (10).
20 Down
1 River diversion led to decontamination here (6, 7).
2 Best visited by pale moonlight according to Scott (7).
3 Happens to be official in charge of kennels (6).
4 Refining left-overs (5).
5 Way back home (6, 7).
6 Not test? (10).
7 Give odds your own (10).
8 Unusual place in Wales (7).
9 Tip top (6).
10 Pub frequenter? (5).
11 Probably boxed in correspondingly (6).
12 His horse was his downfall (6).
13 The animal in the hook took a piece (5).
14 No doubt he hopes there's a catch for him (7).
15 Governing body following the leader? (6, 7).

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